DOCUMENT RESUME

ED 211 537 SP 019 434

AUTHOR Jung, Charles; And Others
TITLE RUPS: Research Utilizing Problem Solving. Administrators Version. Participant Materials.
INSTITUTION Northwest Regional Educational Lab., Portland, Oreg.
SPONS AGENCY National Inst. of Education (DHEW), Washington, D.C.
PUB DATE May 73
NOTE 190p.; For related documents, see SP 019 433-435.

EDRS PRICE MF01/PC08 Plus Postage.
DESCRIPTORS *Administrators; Decision Making Skills; Educational Research; *Management Development; *Problem Solving; *Research Utilization; *School Administration; Teamwork; *Workshops
IDENTIFIERS Research Practice Relationship

ABSTRACT

These materials are the handouts for school administrators participating in RUPS (Research Utilizing Problem Solving) workshops. The purposes of the workshops are to develop skills for improving schools and to increase teamwork skills. The handouts correspond to the 16 subsets that make up the five-day workshop: (1) orientation; (2) identifying the problem; (3) using research about organizational and community conditions; (4) diagnosis using the force field technique; (5) diagnosing teamwork relationships; (6) force field analysis and data gathering; (7) selecting tools for data gathering; (8) spotting the major results in data; (9) gathering data on team-building relationships; (10) the concept of feedback; (11) deriving implications and action alternatives from research findings; (12) planning for action; (13) small group dynamics; (14) planning a RUPS project for specific onsite school problems; and (15) and (16) two followup sessions. (FG)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED211537

SP

Administrators Version

RUPS:

Research Utilizing Problem Solving

Participant Materials

SP 019 434

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

M. Margaret Rogers

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

RUPS: Research Utilizing Problem Solving

Administrators Version
Participant Materials

Charles Jung
René Pino
Ruth Emory

Northwest Regional Educational Laboratory
Lindsay Building
710 S. W. Second Avenue
Portland, Oregon 97204

May 1973

Published by the Northwest Regional Educational Laboratory, a private nonprofit corporation supported in part as a regional educational laboratory by funds from the National Institute of Education, Department of Health, Education and Welfare. The opinions expressed in this publication do not necessarily reflect the position or policy of the National Institute of Education, and no official endorsement by the Institute should be inferred.

Northwest Regional Educational Laboratory, Lindsay Building, 710 S.W. Second Avenue, Portland, Oregon 97204

CONTENTS

Contents		iii
Participant Handouts		v
Materials List		xi
Acknowledgments		xiii
Introduction		1
Subset I	Orientation	12
Subset II	Identifying the Problem	24
Subset III	Using Research About Organizational and Community Conditions	48
Subset IV	Diagnosis Using the Force Field Technique	63
Subset V	Diagnosing Teamwork Relationships	92
Subset VI	Force Field Analysis and Data Gathering	100
Subset VII	Selecting Tools for Data Collection	120
Subset VIII	Spotting the Major Results in Data	131
Subset IX	Gathering Data on Team-Building Relationships	154
Subset X	The Concept of Feedback	169
Subset XI	Deriving Implications and Action Alternatives from Research Findings	188
Subset XII	Planning for Action	205
Subset XIII	Small Group Dynamics	228
Subset XIV	Planning Your Back Home RUPS Project	246
Subset XV	Followup Session I	268
Subset XVI	Followup Session II	278
Appendix A	Faculty Meeting Typescript	287

PARTICIPANT HANDOUTS

1	Purposes and Design of the RUPS Workshop	18
2	RUPS Workshop Agenda	20
3	Agenda for Subset I: Orientation	21
4	Assessment of Subset I: Orientation	22
5	Agenda for Subset II: Identifying the Problem	31
6	Four Guidelines for Writing a Problem Statement	33
7	Instructions for Paraphrasing Exercise	36
8	Instructions for Trio Round Robin Exercise	37
9	Guide for Observing Helper Communication Skills	40
10	Guide for Observing Helpee Communication Skills	42
11	Guide for Observing the Interaction of Communication Skills	44
12	Assessment of Subset II: Identifying the Problem	45
13	Agenda for Subset III: Using Research About Organizational and Community Conditions	54
14	Organizational and Community Conditions Which Influence the Learning Experiences of Children	55
15	Fishbowl Trio Round Robin Instructions	60
16	Trio Observer Guides	61
17	Assessment of Subset III: Using Research About Organizational and Community Conditions	62
18	Agenda for Subset IV: Diagnosis Using the Force Field Technique	69
19	The Force Field Diagnostic Technique	71
20	The Goal Statement and Force Field that Mrs. Jones Wrote	76
21	Research Utilizing Problem Solving Model	77
22	A Case Study of the Research Utilizing Problem Solving Process	79
23	Assessment of Subset IV: Diagnosis Using the Force Field Technique	90
24	Agenda for Subset V: Diagnosing Teamwork Relationships	96
25	Diagnosing Teamwork Relationships	97
26	Instructions for Trio Work	98
27	Assessment of Subset V: Diagnosing Teamwork Relationships	99
28	Agenda for Subset VI: Force Field Analysis and Data Gathering	106
29	The Force Field Analysis	107
30	Mrs. Jones' Force Field Analysis	110
31	Ideas for Gathering Data	111

Participant Handouts

32	Creating a Data-Gathering Technique	114
33	Instructions for Tryout of Gathering Data	116
34	Assessment of Subset VI: Force Field Analysis and Data Gathering	118
35	Agenda for Subset VII: Selecting Instruments for Data Collection	126
36	Instructions for Individual and Trio Work in Selecting Six Instruments	127
37	Instruments Selected for Data Gathering	128
38	Assessment of Subset VII: Selecting Instruments for Data Collection	129
39	Agenda for Subset VIII: Spotting the Major Results in Data	137
40	Summary of Teachers' Responses to Six Instruments Used by the Principal	138
41	Major Results of Mrs. Jones' Data	150
42	Mrs. Jones' Revision of Her Force Field	151
43	Assessment of Subset VIII: Spotting the Major Results in Data	152
44	Agenda for Subset IX: Gathering Data on Team-Building Relationships	160
45	Guidelines for Discussing Team-Building Force Field Analyses	161
46	Guide for Group Member Ratings	162
47	Group Member Rating Scale	164
48	Guidelines for Discussion in a Fishbowl Trio Round Robin	166
49	Assessment of Subset IX: Gathering Data on Team-Building Relationships	167
50	Agenda for Subset X: The Concept of Feedback	173
51	The Joe-Harry Window and the Concept of Feedback	174
52	Preparation for Giving and Receiving Feedback	181
53	Guidelines for Giving and Receiving Feedback in a Trio Round Robin	182
54	Observation Guide for Giving and Receiving Feedback	183
55	Assessment of Subset X: The Concept of Feedback	186
56	Agenda for Subset XI: Deriving Implications and Action Alternatives from Research Findings	194
57	Deriving Implications and Action Alternatives	195
58	Work Sheet for Deriving Implications and Action Alternatives	197
59	Guidelines for a Fishbowl Trio Exercise	198
60	Implications Derived from Mrs. Jones' Data Results	199
61	Guidelines for Conducting a Brainstorming Session on Action Alternatives	200

Participant Handouts

62	The Alternatives in Mrs. Jones' Action Plan	201
63	Assessment of Subset XI: Deriving Implications and Action Alternatives from Research Findings	203
64	Agenda for Subset XII: Planning for Action	211
65	Five Resources in Planning and Taking Action	212
66	Organizational and Community Conditions Which Influence the Learning Experiences of Children	216
67	Trio Exercise on Discovering Supportive Resources	221
68	Notes from Interviews Mrs. Jones Conducted with Several Teachers	222
69	Trio Survey of Management Considerations	223
70	Work Sheet for Force Field Analysis of First Action Step in Mrs. Jones' Action Plan	225
71	Assessment of Subset XII: Planning for Action	226
72	Agenda for Subset XIII: Small Group Dynamics	234
73	Instructions for Reading in Diagnosing Professional Climates of Schools	235
74	Planning Assignment	236
75	Five Dimensions of Group Growth	237
76	Rating of Group Planning Meeting	241
77	Composite Rating of Group Planning Meeting	243
78	Assessment of Subset XIII: Small Group Dynamics	244
79	Agenda for Subset XIV: Planning Your Back Home RUPS Project	252
80	Back Home Problem Statement and Force Field Analysis	253
81	Plans for a RUPS Project	256
82	Force Field on Myself	264
83	Plans for Followup Sessions I and II	265
84	Assessment of Subset XIV: Planning Your Back Home RUPS Project	266
85	Agenda for Subset XV: Followup Session I	272
86	Analyzing Progress of a RUPS Project	273
87	Developing Back Home Support to Carry Out a RUPS Project	275
88	Next Steps of My RUPS Project	277
89	Agenda for Subset XVI: Followup Session II	282
90	Analyzing Progress of a RUPS Project	283
91	Developing Back Home Support to Maintain a Desired Change	285
92	My Plans for Further Sharing	286
Appendix A:	Faculty Meeting Typescript	287

HANDOUT 1

PURPOSES AND DESIGN OF THE RUPS WORKSHOP

The initials RUPS stand for Research Utilizing Problem Solving process. There are two purposes to the RUPS workshop. One is to try out the steps of the RUPS process as a way of working toward improvements in the classroom. The second is to try out some ways of increasing teamwork skills.

You are asked to start out by pretending that you have completed the workshop and have just arrived back at your own school district. Mrs. Jones is a principal in your district. She heard that you have just returned from a workshop on school problem solving. She believes she has a problem with her faculty this year! She is going to ask you to help her work toward improvement in her school problem situation.

The design of the workshop gives you a chance to try out the Research Utilizing Problem Solving (RUPS) process by going through it step by step as you "help Mrs. Jones" with her problem. Some of the time during the workshop you will be working on skills needed to carry out the RUPS process. At other times, you will be working on your actual teamwork skills as you relate to each other in the workshop. At still other times you will find the purposes are combined as you are asked to look at teamwork skills while working on problem solving steps.

HANDOUT 2

RUPS WORKSHOP AGENDA

The RUPS Workshop is divided into 16 different time blocks, or subsets. The titles of the subsets are listed below. Blank spaces are provided for you to write in the date and hours planned to complete the subset in this workshop.

Date	Hours	Subset
____	____	1. Orientation
____	____	2. Identifying the Problem
____	____	3. Using Research About the Organization and Community
____	____	4. Diagnosis Using the Force Field Technique
____	____	5. Diagnosing Teamwork Relationships
____	____	6. Data Gathering Skills
____	____	7. Selecting Tools for Data Collection
____	____	8. Spotting Major Results in Data
____	____	9. Group Member Ratings
____	____	10. The Feedback Concept
____	____	11. Deriving Implications and Action Alternatives from the Research Findings
____	____	12. Planning for Action
____	____	13. Small Group Dynamics
____	____	14. Planning Your Back Home RUPS Project
____	____	15. Follow Through Session 1
____	____	16. Follow Through Session 2

HANDOUT 3

AGENDA FOR SUBSET I: ORIENTATION

Purpose: To assure that participants have a correct expectation concerning the dual purpose of the workshop; the nature of the simulation in which they are to "help Mrs. Jones;" and to form the basic work units of trios and sextets.

Objectives: Given the opportunity to discuss and ask questions regarding Handouts H1 and H2 and Newsprint Sheet N1, each participant will be able to correctly identify the dual purpose of the workshop and the idea of trying out the problem solving process in a simulation of "helping Mrs. Jones." Permanent work units of trios and sextets will be established. Dates and hours of this particular workshop will be established.

Steps:

1. Introduction to the two purposes of the workshop
2. Review of the time schedule for the workshop
3. Introduction to Subset I agenda
4. Meet "Mrs. Jones"
5. Divide into trios
6. Trios form sextets
7. Hear Mrs. Jones again and some of the teachers in her building
8. Assessment

HANDOUT 4

ASSESSMENT OF SUBSET I: ORIENTATION

1. This workshop has a dual purpose. It focuses on: (check two)

_____ Research on utilizing problem solving by administrators in a variety of settings

_____ Trying out some ways of increasing teamwork skills

_____ Developing teams of administrators that can function as effective units in their school settings

_____ Solving educational problems identified by national research

_____ Trying out a research utilizing problem solving process

_____ Understanding skills needed by a building team

Answers:

1. This workshop has a dual purpose. It focuses on:

(wrong) Research on utilizing problem solving by administrators in a variety of settings
(This workshop does not focus on research concerning the ways that administrators generally solve problems.)

(right) Trying out some ways of increasing teamwork skills
(You will experience several exercises that provide an opportunity to increase certain explicit teamwork behaviors.)

(wrong) Developing teams of administrators that can function as effective units in their school setting
(This is not a primary focus of this workshop. This workshop might aid a team from a particular school building toward such a purpose if they went through the training together. But, the target of this workshop is to provide you with skills as an individual rather than to train teams as such.)

(wrong) Solving educational problems identified by national research
(The purpose is to give the individual a process for solving problems in his own setting rather than solving problems identified by research nationally.)

(right) Trying out a research utilizing problem solving process
(You will try it out by "helping the principal, Mrs. Jones, work on a problem she has in her school building."

(wrong) Understanding skills needed by a building team
(As already noted, the purpose is for you to have an opportunity to increase your skills as an individual. Understanding skills needed by a team in a school building is not a primary purpose, although you might get some insights about this.)

HANDOUT 5

AGENDA FOR SUBSET II: IDENTIFYING THE PROBLEM

Purpose: To develop skills of writing a problem statement and of active learning.

Objectives: Given four guidelines for writing a problem statement, each participant will write a problem statement responsive to the four guidelines.

Given a definition of paraphrasing and an exercise in its use, participants will use paraphrasing when appropriate as they critique each other's problem statements according to the four guidelines. Trios will also critique communication behaviors used by the group while critiquing the problem statements in accordance with the observation instructions provided.

Steps:

1. Introduction to Subset II agenda
2. Study guidelines for writing a problem statement
3. Write a problem statement for Mrs. Jones
4. Paraphrase exericse in trios
5. Trio round robin exercise on clarifying problem statements
6. Assessment

HANDOUT 6

FOUR GUIDELINES FOR WRITING A PROBLEM STATEMENT

Suppose that I said to you, "We have a communication problem among our faculty. What would you suggest we do about it?" You would undoubtedly want to ask many questions before hazarding an action suggestion. What is it that is not being communicated? Who feels the need for such communication? Why isn't this communication taking place? Specifically, who would need to be communicating what to whom to improve the problem situation?

A good problem statement includes answers to such questions. It is a brief, specific statement about a problem situation. A problem situation exists when there is a difference between the way things are and the way someone would like them to be. The word, problem tends to suggest a negative meaning to most of us. The definition used here can be applied to situations which we feel negative about. It also applies to situations that are not thought of as negative ones. The situation might be generally good now and an accomplishment of a new objective could make it even better. You might have a station wagon that satisfies your family's basic needs and feel that having a sports car too would make things even better.

Using the definition of a problem situation as one where there is discrepancy between the way things are now and the way someone would like them to be implies that there are almost always "problems" that could be worked on. There are almost always improvement goals in education that we would like to be working toward.

One of the greatest barriers to working constructively toward achieving improvement goals is lack of specificity in stating the problem. Compare the two following efforts to state a problem.

> "We have a communication problem among our faculty."
>
> "We use team teaching in our building. Virtually all of us involved in teams are concerned that we haven't given adequate attention to creating ways to share innovative ideas across teams. We need ways of sharing that don't take up the time of those to whom a particular idea is not relevant, but which share enough detail so that those who are interested will know how to try it out in their own setting."

The latter statement covers four points that are suggested as guidelines for writing a good problem statement. It answers each of these guideline questions:

1. Who is affected? Members of the teaching teams are affected. "Virtually all of us involved in teams are concerned...."

2. Who is causing it? The members of the teaching teams seem to see themselves as mainly responsible. "...we haven't given adequate attention...."

3. What kind of a problem is it? Note that the reason for the problem is a lack of adequate means for doing something. "We need ways of sharing...."

4. What is the goal for improvement? Specifically, how will things look when the goal has been achieved? In this case, it has been made clear that the goal is not simply increased communications. The goal is creation of "...ways of sharing that don't take up time of those to whom a particular idea is not relevant, but which share enough detail so that those who are interested will know how to try it out in their own setting."

The most important guideline for writing a good problem statement is inclusion of a specific goal for improvement. Two kinds of confusion can arise when you are attempting to describe the goal for improvement in your statement. One relates to the fact that there may be many possible major and minor goals in the problem situation. It might require many, many pages of writing to describe the entire problem situation. Describing the problem situation is not the same as writing a problem statement. A problem statement answers the four guideline questions in focusing on one, specific improvement goal within the problem situation.

The second kind of confusion arises from needing to be specific in writing the problem statement, while at the same time being ready to change the statement any time new understandings of the problem situation indicate that you should do so. In the early stages of working on a problem, I may have quite erroneous ideas about what kind of problem it is or what the improvement goal should be. By stating specifically what I think is the case, I'll know what to explore. I will be clear about what to change in the statement any time new information shows my initial ideas were wrong. The problem statement should be as specific as possible, but always open to change in the light of new understanding.

Following are some considerations that can help you to be specific as you respond to the four guideline questions while writing a problem statement:

1. Who is affected? Consider these possibilities before deciding what you want to say about this. Is it you? Is it one other person? Is it a small group of people? Is it an entire organization? Is it the community or society at large?

2. Who is causing it? We frequently speak of problems as though they were caused by circumstances that didn't relate directly to people. This is almost never the case. There is almost always some person or persons who could influence things being different. Consider the same possibilities as above. Is it you? Is it one other person? Is it a small group of people? Is it an entire organization? Is it the community or society at large?

3. What kind of a problem is it? There are many ways to classify kinds of problems. The following considerations may prove helpful:

   - There is lack of clarity or disagreement about goals.
   - There is lack of clarity or disagreement about the means of achieving goals.
   - There is a lack of skill needed to carry out a particular means.
   - There is a lack of material resources.
   - There is inaccurate communication.
   - There is too little or too much communication.
   - People have a different understanding of the same thing.
   - There is insufficient time or schedules don't coincide.
   - Roles are lacking or inappropriate.
   - Norms are restrictive, unclear or misinterpreted.
   - There are conflicts of ideology.
   - There is a lack of clarity or a conflict about decision making, e.g., power struggles.
   - Expression of feelings is inappropriate or inadequate.
   - There is conflict related to individual differences.

4. What is the goal for improvement? Ideally, this should be stated so clearly that anyone reading your statement would know how to determine when the goal had been reached. It would tell exactly who would be doing what, where, how and to what extent. Until you know where you are going, it's very difficult to make and carry out plans to get there. The more clear you are about your intended target at any given time, the more likely you will be to recognize when it is an incorrect target, should this prove to be the case.

HANDOUT 7

INSTRUCTIONS FOR PARAPHRASING EXERCISE

Your trio is to have a 5-minute discussion about the four guidelines for writing a problem statement. You should adhere to the following special instructions.

1. Each time you wish to speak, you must first paraphrase what was said by the person who just spoke.

2. Once you have paraphrased the previous speaker's statement, you must secure his confirmation that your paraphrase reflected a correct understanding of what he said.

3. If he says that your paraphrase was not correct, you must try again until you get his okay. You may ask him to repeat his statement and then try again to paraphrase him.

4. Only when you are told by the previous speaker that you have paraphrased him correctly can you make your statement.

5. The next person who wishes to speak must paraphrase you correctly, and receive your okay before he can say what he wants, etc.

Paraphrasing is stating in your own way what a speaker's remark conveys to you so that he can begin to determine whether his message is coming through as he intended. Rewording what you heard is not enough. Instead, paraphrasing should be an extension of the speaker's statement. This may be done by making a general statement more specific, a specific one more general or giving an example it suggests to you. Even if your paraphrase turns out to be quite different from what was intended, you may gain important additional information when the speaker clarifies his own understanding of his point.

This exercise of checking every statement through paraphrasing dramatizes how we typically lose track of what the other person is saying as our own thoughts move ahead. It indicates the extent of our failure to work at understanding others. This exercise also shows that trying to paraphrase every statement is impractical. The most useful approach is to be continuously concerned about how accurately you are understanding and to use paraphrasing when you have reason for doubt.

HANDOUT 8

INSTRUCTIONS FOR TRIO ROUND ROBIN EXERCISE

The Task: Help each other clarify and improve your problem statements.

The Procedure: Round Robin of three rounds.

1. In each round

   One person will ask for help to clarify and improve his statement. He is the HELPEE.

   One person will assist the helpee with his task. He is the HELPER.

   One person will watch the interaction between the helper and the helpee. He is the OBSERVER.

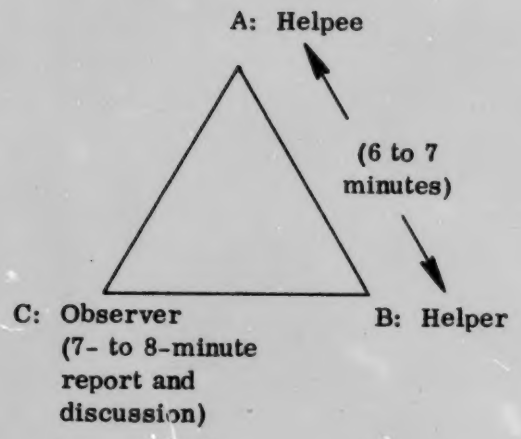
2. In each round, you will be interrupted twice.

   Time will be called after 6 to 7 minutes. You will be told what the observer was looking for. The observer will give his report and all three members will have a chance to discuss it.

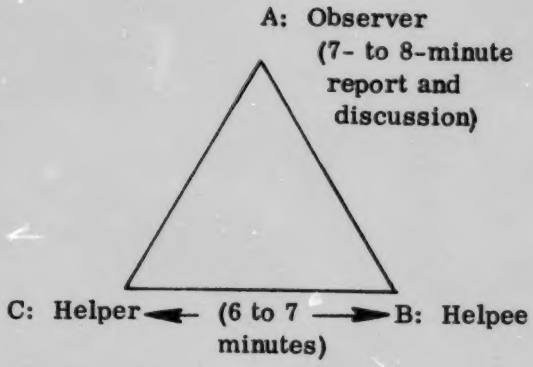
   Time will be called again 7 to 8 minutes later. At this time the roles of helper, helpee and observer will be taken by different persons in the trio and the above procedure will be repeated. The procedure will be repeated a third time to complete the round robin. Each of you will have had a turn in each role of helper, helpee and observer.

The program diagramed:

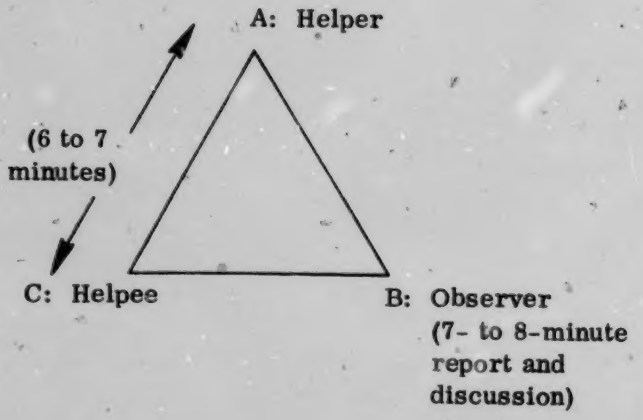
ROUND I: 15 Minutes



ROUND II: 15 Minutes



ROUND III: 15 Minutes



The trainer will call time after each step.

HANDOUT 12

ASSESSMENT OF SUBSET II: IDENTIFYING THE PROBLEM

1. The four guidelines for writing a problem statement are to answer four of the following questions. (check four)

___ What is the problem situation?

___ Who is affected?

___ Exactly what is wrong?

___ How did it become a problem?

___ How did you discover it?

___ Who is causing it?

___ What kind of a problem is it?

___ Who should solve it?

___ How can it be solved?

___ How many goals are there?

___ What is the goal for improvement?

___ How will you measure change?

2. Paraphrasing is: (check one)

___ Quoting as nearly as possible the person who just spoke

___ Interpreting the meaning of the person who just spoke

___ Repeating in your own words the person who just spoke

3. The reason for paraphrasing is to: (check one)

___ Share your interpretation of what the other person meant

___ Be sure you understand what the other person meant

___ Show that you are listening to the other person

Answers:

1. The four guidelines for writing a problem statement are to answer four of the following questions.

(wrong) What is the problem situation?
(A problem statement is written about one of a number of possible goals in a problem situation.)

(right) Who is affected?

(wrong) Exactly what is wrong?
(This will emerge from continuous diagnosis.)

(wrong) How did it become a problem?
(This question may or may not be relevant.)

(wrong) How did you discover it?
(This question may or may not be relevant.)

(right) Who is causing it?

(right) What kind of a problem is it?

(wrong) Who should solve it?
(This issue must wait for diagnostic work to be done.)

(wrong) How can it be solved?
(Questions about solutions come much later.)

(wrong) How many goals are there?
(A problem statement zeros in on one goal.)

(right) What is the goal for improvement?

(wrong) How will you measure change?
(This should emerge from diagnostic work.)

2. Paraphrasing is:

(wrong) Quoting as nearly as possible the person who just spoke.
(Quoting word for word may not invite an exploration of meaning.)

(wrong) Interpreting the meaning of the person who just spoke.
(Paraphrasing is an attempt to repeat rather than interpret.)

(right) Repeating in your own words the person who just spoke.

Answers: (continued)

3. The reason for paraphrasing is to:

(wrong) Share your interpretation of what the other person meant. (You should be seeking his meaning rather than your interpretation of it when you are paraphrasing.)

(right) Be sure you understand what the other person meant.

(wrong) Show that you are listening to the other person. (Showing that you are listening is not the same as checking to be sure that you understand what you are hearing as the speaker intends it.)

HANDOUT 13

AGENDA FOR SUBSET III: USING RESEARCH ABOUT ORGANIZATIONAL AND COMMUNITY CONDITIONS

Purpose: To enable the participants to understand the use of research as a basis for problem definition and clarification.

Objectives: Given a set of research findings on organizational and community conditions and supportive trio relationships, participants will rewrite problem statements incorporating added insights gained from the research. Trios will critique validity of these insights. They will also critique use of helper and helpee behaviors in accordance with observation guidelines provided for this purpose.

Steps:

1. Introduction to Subset III agenda
2. Listen to tape of Mrs. Jones and teachers
3. Read research concerning classroom conditions
4. Listen to tape of Mrs. Jones and teachers again
5. Rewrite problem statements
6. Instructions for fishbowl trio round robin exercise
7. Trio round robin exercise
8. Assessment

HANDOUT 14

ORGANIZATIONAL AND COMMUNITY CONDITIONS WHICH INFLUENCE THE LEARNING EXPERIENCES OF CHILDREN

Those Who Influence the Direct Workers

What actions of the principal facilitate or inhibit innovativeness of teachers? Chesler and Barakat reported:

> ... teachers who see their principal as exerting substantial upwards influence with the superintendent and minimal downwards influence on the local staff are most likely to innovate. Some guarantee of professional autonomy in the form of mediation of external pressures and freedom from internal pressures may be at work here.
>
> Principal-staff congruence on professional matters seems to be relevant for staff innovation and sharing ....
>
> ... the principal may be more facilitative of professional growth by his indirect efforts at encouraging a supportive peer network than by direct efforts at stimulating teacher change.[1]

How does the position of the teacher in the informal pattern of faculty relationships influence innovativeness in her classroom? Chesler and Barakat also reported:

> ... teachers who [perceived] themselves in the center of staff clusters appear to innovate and share more often than others, while teachers who place themselves on the periphery of such clusters are least likely to innovate and share practices.[2]

Those Who Influence the School System as an Organization

In surveying a number of case studies of change in education, Mackenzie[3] noted influence sometimes comes from superintendents, boards of education,

citizens, state legislatures, state departments of education and state and federal courts.

How much influence in the organizational structure should the teacher have on the curriculum in order to share innovations? Lippitt and colleagues reported:

> ... if teachers believe that they have influence, they are likely to feel it is worthwhile sharing information with their colleagues. However, if they do not believe they have influence, or if they are alienated from the social system of the school, then they are likely to feel there is really no point in sharing because no one will listen. This observation is supported by data that reveal that teachers who are seen by their colleagues as influential, competent and enthusiastic about teaching innovate and share more than teachers who are not perceived in this way.
>
> The objective st.ucture of the school seems to have a different effect on adoption than on innovation. In those schools where the communication structure was more hierarchial (sic), teachers adopted more often than in schools with a diffuse structure.

On the other hand:

> In those schools where the communication structure was more spread or diffuse, and where almost everyone was linked to someone, teachers innovated and shared more than in schools with hierarchial (sic) or nondiffused structure.[4]

Are pupils' perceptions of parental attitudes toward school important? Fox, Lippitt and Schmuck found:

> Indices for parental support of school, self-esteem, and attitudes toward school show that pupils who view their parents as supporting school have higher self-esteem and more positive attitudes toward school than pupils who view less parental support of school.[5]

Do all the various important reference persons in a child's life have influence on his school behavior? Jung reported the perceived "messages" from others about how to behave at school combine to relate significantly to observations of the socioemotionally handicapped child's positiveness in relating with teachers and peers in the classroom.[6]

Are there different reference groups within a community which influence the socialization of youth? In 1962, Logan conducted a study in a middle-sized city in which key influencers of youth programs were identified and interviewed. He reported:

> ... agreements of division of labor, perceptions of goal similarity, and reports of communication patterns indicate a meaningful structuring of the youth development community into four subparts. These include organizations and individuals whose youth development tasks are:
>
> 1. Therapeutic Services, Law Enforcement and Social Control
> 2. Formal Education
> 3. Economic Integration
> 4. Religious Development, Recreation, Leisure Time Activities[7]

Logan found: "Beliefs about best ways of working with children and youth differ according to which youth development area one belongs to." He found further:

> Some youth behaviors are positively valued and viewed as worthy of support; others are disliked and ones we would like to change. There is a fair amount of agreement in the youth development community that work achievement behavior (ambitious, good workers, striving to do better) and social relations behavior (being cooperative, getting along well with others, respecting others) are the most desired behaviors. There is stronger agreement that the most disliked behavior, or behavior that most needs changing is social relationships behavior (disrespect for

> others, disrespect for authority, misbehaving legally, being poor citizens). The different subparts have different views about this. There is a general agreement in the community that the family is a primary source of the development of positive youth behavior. There is much stronger agreement that the family is the source of negative youth development. [8]

How adequate is the training generally available to those who work with youth? Morse, Dunn and Bloom[9] found that teachers' responses concerning their orientations toward working with youth were not significantly related to reports of their pupils, or reports of trained observers, as to how they actually were working with youth. Jung[10] found no significant relationship between teachers' awareness of "good classroom group dynamics" principles and the extent to which they practiced these principles in their classrooms. Knowing and believing is not the same as doing!

REFERENCES

[1]Chesler, Mark and Halim Barakat. "The Innovation and Sharing of Teaching Practices." Final Report. Ann Arbor, Michigan: Institute for Social Research, University of Michigan, 1967, pp. 215-216. (ERIC No. 014-816)

[2]Ibid., p. 123.

[3] Mackenzie, Gordon. "Curricular Change: Participants, Power, and Process." Innovation in Education. Edited by Matthew Miles. New York: Bureau of Publications, Teachers College, Columbia University, 1964, p. 409.

[4]Lippitt, Ronald and Colleagues. "The Teacher as Innovator, Seeker, and Sharer of New Practices." Perspectives on Educational Change. Edited by Richard I. Miller. New York: Appleton-Century-Crofts, 1967. Chapter 13, pp. 318-320.

[5]Fox, Robert, Ronald Lippitt and Richard Schmuck. Pupil-Teacher Adjustment and Mutual Adaptation in Creating Classroom Learning Environment. Ann Arbor, Michigan: Institute for Social Research, University of Michigan, 1964, p. 140.

[6]Jung, Charles C. Flint Schools Experimental Program for the Emotionally Handicapped: Final Report. Ann Arbor, Michigan: Institute for Social Research, University of Michigan, 1964, p. 19.

[7]Logan, Jack, et al. Flint Community Leaders Seminar Reports. Ann Arbor, Michigan: Institute for Social Research, University of Michigan, 1962, p. 4.

[8]Ibid., pp. 40-49.

[9]Morse, William, Richard Bloom and James Dunn. School Classroom Behavior. Ann Arbor, Michigan: School of Education, University of Michigan, 1961, pp. 52-53.

[10]Jung, Charles C. Unpublished Report to the Greater Kansas City Mental Health Foundation. Winter 1961.

HANDOUT 15

FISHBOWL TRIO ROUND ROBIN INSTRUCTIONS

One trio works in the center while the other trio forms an outer circle to observe them for the first 15 minutes. Each member of the center trio has 5 minutes to get help from his other two trio members on improving his problem statement. Members of the outer trio observe according to the instructions on Handout 16: TRIO OBSERVER GUIDES.

At the end of the first 15 minutes, the workshop leader will call time. The outer trio will report their observations of the center trio; all six will discuss the reports for 15 minutes. The workshop leader will call time again at the end of this second 15-minute period.

The trio that has been observing and reporting will move into the center for the second round. The original center trio will move to form an outer circle as they become the observers. With the trios having reversed their roles, the procedure of the first 30 minutes is now repeated.

Before beginning, all six should take a minute to look at the behaviors listed on Handout 16. These are the behaviors which observers will be watching for and reporting on.

HANDOUT 16

TRIO OBSERVER GUIDES

There are three observation guides below. Use a different one every 5 minutes. Coordinate with the other trio members so that each will use a different guide each 5 minutes.

Observation Guide 1	Observation Guide 2	Observation Guide 3
Observe the Helper	Observe the Helpee	Observe Interaction
Note exactly what he <u>does</u> and what he <u>says</u>. Is he paraphrasing to check if he understands the helpee's meaning? Is he asking for clarification and illustrations? Is he asking the helpee to be more specific? Is he directing and redirecting analysis by the helpee rather than doing the job for him? Is he being supportive not just being "nice"?	Note exactly what he <u>does</u> and what he <u>says</u>. Is he indicating how he wants to be helped? (e.g., argue with me, ask me questions, tell me what you have heard) Is he being clear? Is he letting the helper know what he wants in the way of help? Is he letting the helper know when he has been helped? When he has <u>not</u> been helped? In what ways he has been helped?	Note exactly what they do and what they <u>say</u>. Note when either the helpee or helper <u>does</u> or <u>says</u> things that cause the other to become more active and involved. Note things that cause either person to become less active or withdrawn. Notice verbal and nonverbal clues for helping or hindering. Are they following and building on each other's comments or are they jumping from one topic to another?

61

H16

HANDOUT 17

ASSESSMENT OF SUBSET III: USING RESEARCH ABOUT ORGANIZATIONAL AND COMMUNITY CONDITIONS

1. A good helper behavior should: (check one)

   _____ Take over when the helpee gets stuck

   _____ Support the helpee by being "nice" at all times

   _____ Ask the helpee to be more specific

2. A good helpee behavior should: (check one)

   _____ Have the helper show you what to do

   _____ Avoid arguments with the helper

   _____ Let the helper know when he has and has not been helpful

(The last alternative is the best answer to each of these two questions.)

HANDOUT 18

AGENDA FOR SUBSET IV: DIAGNOSIS USING THE FORCE FIELD TECHNIQUE

Purposes: To provide an opportunity to study and practice the principles and techniques of the force field method of diagnosis.

To make an initial presentation of the RUPS model.

Objectives: Given Handout 19, "The Force Field Diagnostic Technique," the participants will produce a force field for Mrs. Jones' problem and compare Mrs. Jones' force field with theirs.

Given a model of the Research Utilizing Problem Solving (RUPS) process, and a case study in which it is utilized, participants will review how they are applying the model in "helping Mrs. Jones."

Steps:

1. Introduction to Subset IV agenda
2. Learn the force field diagnostic technique
3. Write a force field for Mrs. Jones' problem
4. Discuss Mrs. Jones' force field
5. Study the Research Utilizing Problem Solving model
6. Read a case study of the problem solving process
7. Assessment

HANDOUT 19

THE FORCE FIELD DIAGNOSTIC TECHNIQUE

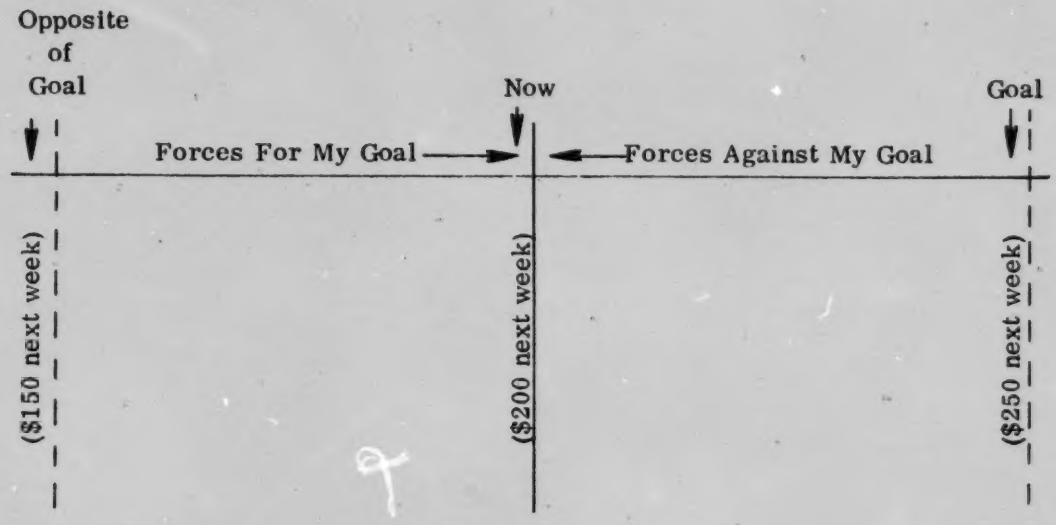
A problem situation exists when there is a difference between the way things are and the way someone wants them to be. Kurt Lewin borrowed a technique from the physical sciences and offered it as a way to understand social science problem situations. It is called the force field diagnostic technique. The idea is that any social/psychological situation is the way it is at any given moment because sets of counterbalancing forces are keeping it that way.

For example, let's look at the amount of money I am apt to earn next week. Let's say it is apt to be about $200.00. There are factors, or forces, in my life that might cause me to earn more than that. I have some debts that I'd like to pay off. My wife wants a new dress. I have some skills for making extra money as an entertainer and as a consultant on teacher education. On the other hand, there are forces against my earning more than $200.00 next week. I'll have little time or energy next week beyond the 50 hours demanded by my job and the time I promised to spend with my kids. There is also a possibility that forces might cause me to earn less than $200.00 a week. My extra work might cause me to become seriously ill and have to miss my regular job, thus reducing my income.

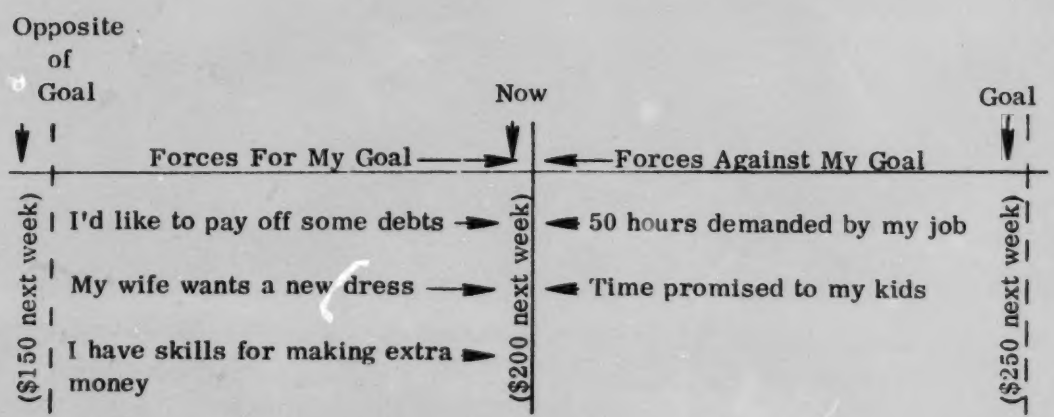
In the force field diagnostic technique, you start by writing a problem statement at the top of a page and drawing a line down the middle of the page. The line down the middle represents the way things are now. Draw a dotted line down the right hand side of the page which represents how you would like

things to be. For example, if I wanted to earn $250.00 next week instead of my usual $200.00, I would begin to write out my force field diagram as follows.

Problem Statement: I am causing myself a problem because I want to change my earning goal for next week from $200.00 to $250.00.

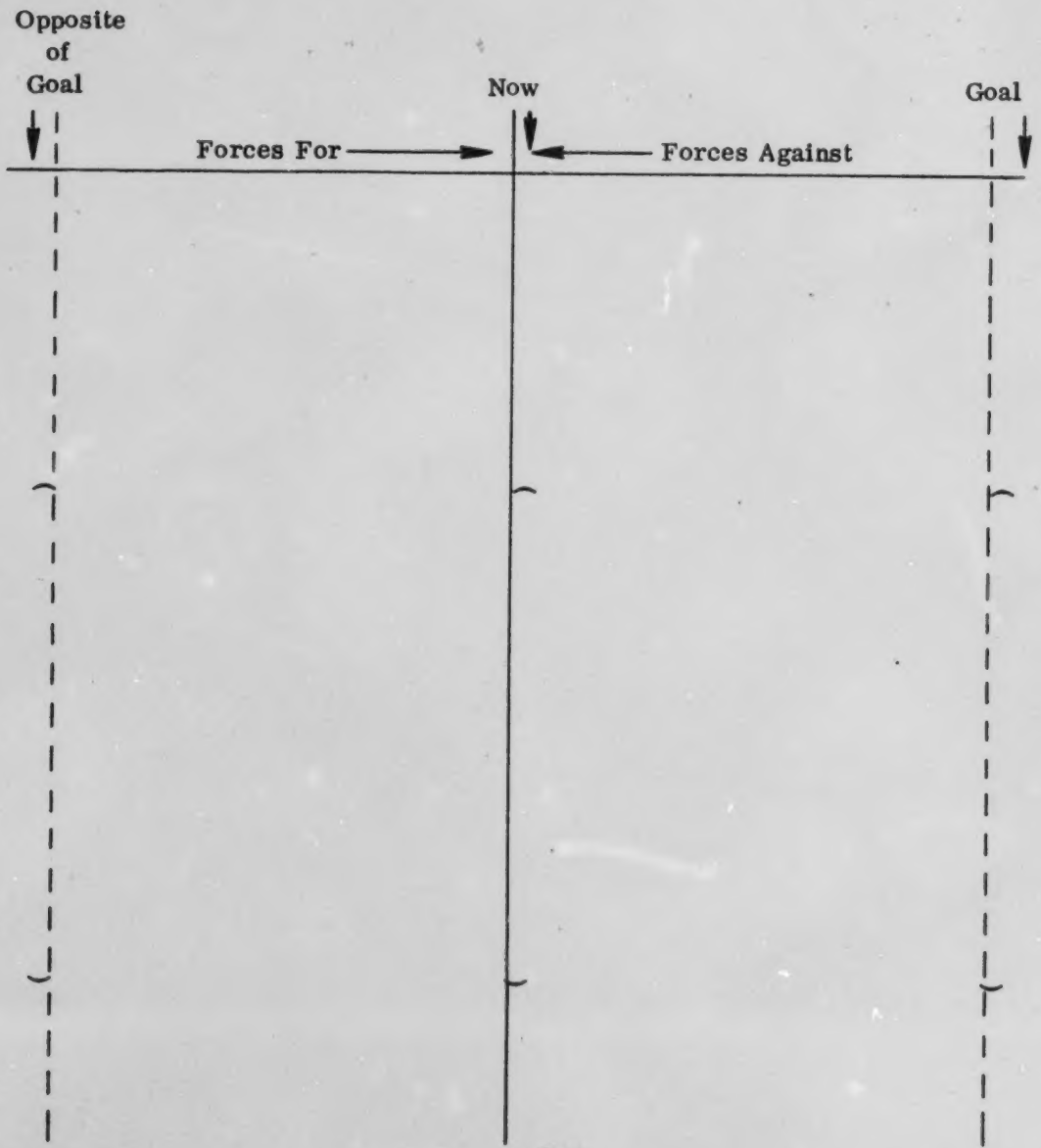


Next I would write down all of the important forces I can think of that could help push me toward achieving my goal. I write these on the left side of the diagram with an arrow from each pointing in the direction of my goal. I write down forces pushing against movement toward my goal on the right side of the center line.


Opposite of Goal
Now
Goal
Forces For My Goal
Forces Against My Goal
($150 next week)
I'd like to pay off some debts
My wife wants a new dress
I have skills for making extra money
($200 next week)
50 hours demanded by my job
Time promised to my kids
($250 next week)

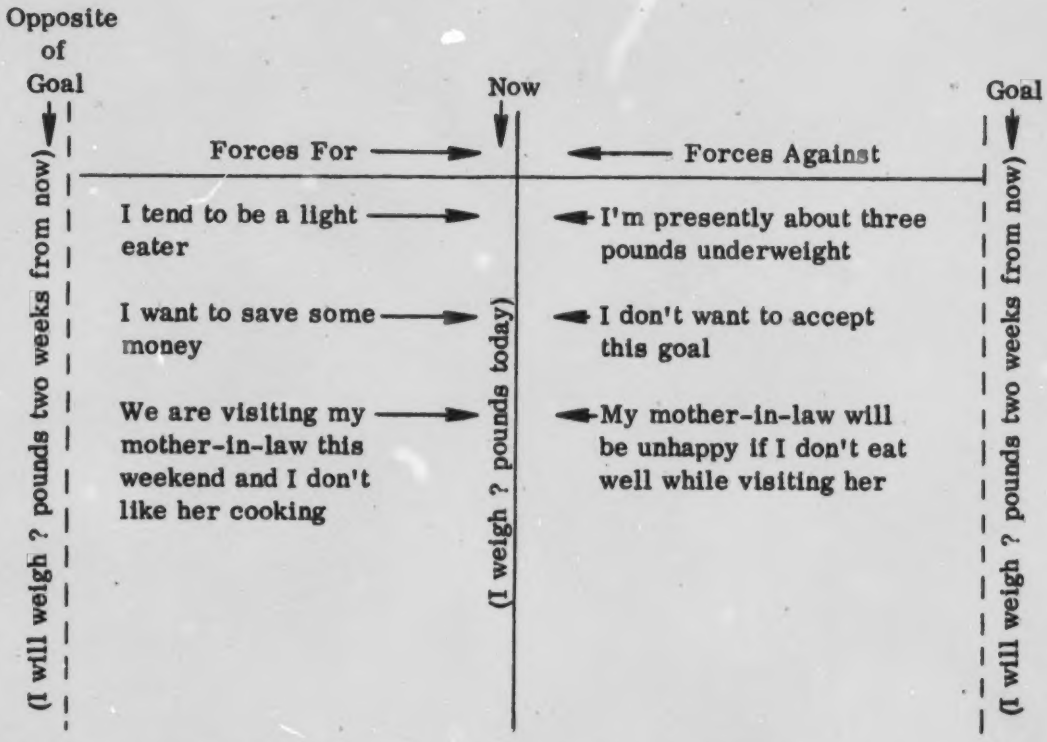
Now you try an example. Suppose you accept a goal of losing five pounds during the next two weeks. Write out a force field for this goal below. Write out a problem statement, the forces for and the forces against. Then go to the next page of this handout.

Problem Statement:



Your force field on losing five pounds during the next two weeks should look something like the following illustration.

Problem Statement: You set a goal for me to lose five pounds during the next two weeks.


Opposite of Goal
(I will weigh ? pounds two weeks from now)
Now
(I weigh ? pounds today)
Goal
(I will weigh ? pounds two weeks from now)
Forces For
Forces Against
I tend to be a light eater
I'm presently about three pounds underweight
I want to save some money
I don't want to accept this goal
We are visiting my mother-in-law this weekend and I don't like her cooking
My mother-in-law will be unhappy if I don't eat well while visiting her

Of course, the forces you wrote down are apt to differ from the ones in this illustration. The important thing is that you understand the technique. Here are some guidelines to help make the force field diagnostic technique a powerful one.

1. Be as specific as possible in the way you write each force. Don't write things like, "poor communication." Write, "Sally and Martha don't tell each other their reasons for using different instructional materials." Forces are stated most helpfully when they are written so that someone else reading them would know

who to go to and what to ask in order to get a fuller understanding of what is involved in each force.

2. Try to state discrete forces rather than global ones. A force often can be broken down into further subparts. For example, a force such as "I find it hard to lose weight," might break down to three more discrete forces as follows:

   "I get a headache when I skip a meal"

   "My wife often serves rich desserts"

   "Television ads get me thinking about eating in the evening"

   Sometimes, you can think of ways to break down a force into more discrete subparts by considering the forces for and against changing a force that you are considering!

3. Thinking about categories of forces can help you think of ones you might otherwise overlook. Consider categories of forces in each of the following:

   Yourself: "I get a headache when I skip a meal"

   Other Individuals: "My wife often serves rich desserts"

   Groups: "We often share materials in our department"

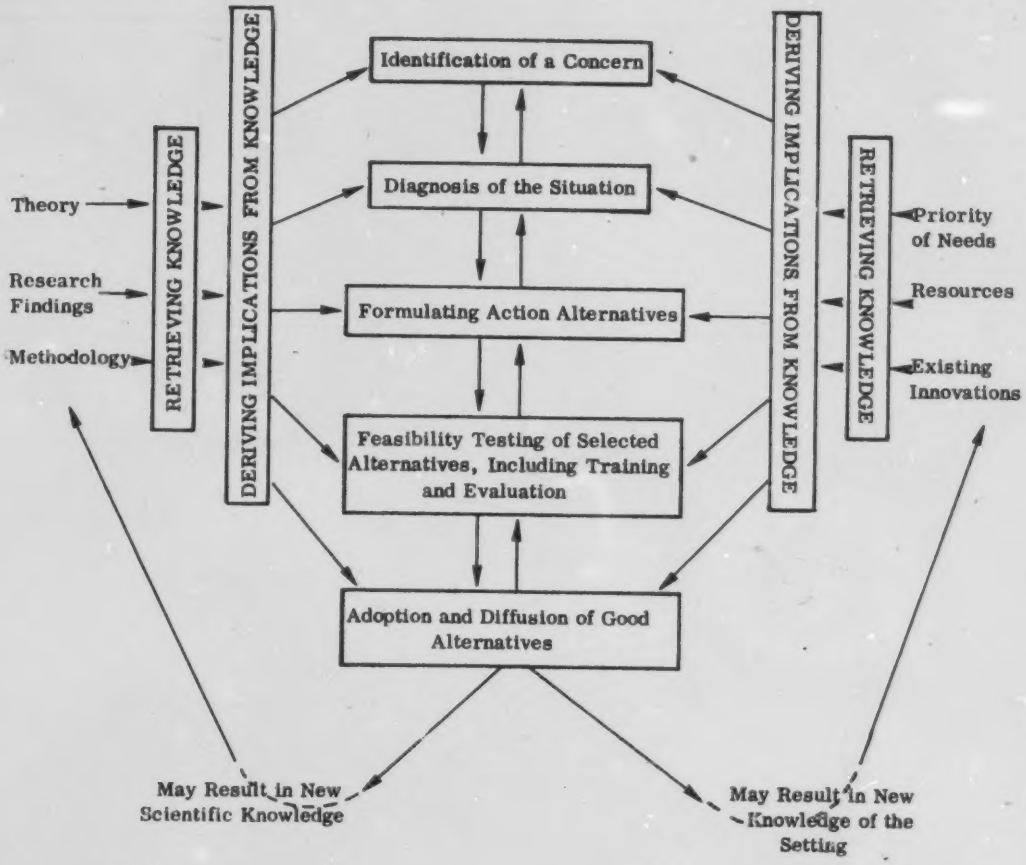
   Organizations: "The district gives salary credit for this training"

   Society: "Television ads get me thinking about eating"

HANDOUT 21

RESEARCH UTILIZING PROBLEM SOLVING MODEL *

SCIENTIFIC KNOWLEDGE ←- - - -may draw on- - - - - - THE PROCESS- - - - -may draw on- - - → KNOWLEDGE OF THE EDUCATIONAL SETTING



*Jung, Charles and Ronald Lippitt. "The Study of Change as a Concept--in Research Utilization." Theory Into Practice. 5:25-29; February 1966.

HANDOUT 22

A CASE STUDY OF THE RESEARCH UTILIZING PROBLEM SOLVING PROCESS

Suppose that a teacher came to you and said, "The group of children that I'm working with this year is very difficult. There is one child in particular who seems to cause the trouble. Do you think I should remove that child from the group? Do you believe this might solve my problem?" You would need to ask many questions of this teacher in order to be helpful. This situation can be compared to a patient who comes to a doctor and says, "I have a terrible headache. Do you think I should undergo brain surgery?" The doctor naturally would conduct a careful diagnostic examination before even considering what action to take.

In both of these problem situations, someone has jumped directly from a problem to considering a plan of action. The real problem in both cases is that several important steps in the problem solving process have been omitted. This paper will review those steps and give particular attention to the force field technique of diagnosing a problem.

Action-Research Steps of Problem Solving

1. Identifying the Problem: Who is causing it and who is affected by it? What specific goals would be needed to resolve it? What kind of a problem is it? For example:

SELF:	Conflict of values and attitudes; my lack of skills; my inability to express feelings; a different perception

OTHER:	Lack of understanding or skills; unwillingness to use his resources; conflict about values and attitudes
ORGANIZATIONS:	Lack of communication channels, scheduled time and resources; lack of clarity about membership roles and norms; power conflicts in decision making; lack of support for innovation
SOCIETY:	Conflict between community and school values; lack of clarity about goals; other structures in conflict with school structures

What sources from research information would be needed to define more clearly the type of problem and the validity of goal solution?

2. Diagnosing the Problem Situation: Once the problem has been clearly stated in terms of goals to be attained, one should identify the forces operating in the situation which tend to push toward or against a particular goal. As the true forces are identified, it often becomes clear that the goals which were first thought to represent a solution are incorrect or inadequate. New goals must be stated and new forces identified repeatedly as one works toward resolving the problem. Diagnosis is a continuous part of problem solving.

3. Considering Action Alternatives: As diagnostic work progresses, a range of action alternatives should emerge. Each should be considered in relation to knowledge of the forces operating in the problem situation. If one or some combination of the alternatives is tried, what will happen to the forces pushing toward or away from a particular goal? How will the forces operate to influence the success or failure of a trial of a particular action alternative?

4. Trying Out an Action Plan: At some point, one or a combination of the action alternatives will be attempted. As the attempt is made, information will be needed to assess whether there is movement toward the goals. This includes discovery of the forces that are changing to understand what is accounting for movement, or the lack of it. Such assessment provides both an evaluation of progress and a new diagnostic picture. It clarifies the next action steps which need to be taken. It also may identify additional skills which may be needed in order to move ahead. This latter type of information should be the basis of inservice training closely related to any action program.

5. Diffusion and Adaptation: Information gained from action experience in dealing with a problem should be shared with others who face similar problems. Information to be diffused should include: a clear, specific problem statement; the forces involved in the problem situation; a description of action taken to change the forces; results of action including failures as well as successes; special problems that were encountered; and special skills that were needed to carry out particular actions. These kinds of information make it possible for persons in another setting to adapt elements of what was tired to their own diagnosis of their particular problem situations.

Continuous attention to diagnosis is the cornerstone of the action-research steps of problem solving. Without complete, accurate diagnosis, problems in youth work tend to multiply. Fads are accepted which don't really fit the local

situations where they are applied. Potentially good solutions are abandoned without realizing the slight changes that would make them work. Decisions are made on the basis of peoples' ability to argue, or on the status of their positions, rather than on the true facts of the situation. Helpful innovations in youth work are rediscovered and die repeatedly without being effectively shared because people don't know what to tell or what to ask.

There are probably several reasons why good diagnostic work is not carried out very actively by people who work with youth. One is that it is comparatively difficult to identify clear goals in helping youth to grow. An engineer can make accurate estimates of the kinds and quantities of materials he needs to build a power dam to produce a given amount of electricity in a certain setting. It is vastly more complicated for a youth worker to estimate the kind of experience that will help a group of children develop a trait, such as interdependence, appropriate to their innate abilities and the probable opportunities of their life setting.

It is often difficult to get accurate information even when goals can be stated clearly in work with youth. The medical doctor listens with his stethoscope, views with his x-ray machine and analyzes with his chemical and electronic equipment. Youth workers are only beginning to be provided with tools developed by social scientists to gather relevant diagnostic data. These include sensitivity to feelings, inner values and attitudes; ways to learn of the perceptions people have of each other; and the norms which operate in groups to influence the behavior of the individuals in them.

An especially important barrier to becoming involved in good diagnostic work is simply the lack of awareness of the importance and satisfaction of such an effort. Spending time gathering information, thinking about it and planning on the basis of it is not a traditional part of the youth worker's role. There is little support or reward for time which is not spent in carrying out action or for time spent in working directly with youth or in carrying out administrative details.

Force Field Technique for Diagnosing a Problem

To use this technique, one must first state a problem in terms of a clear goal. An example will be used to illustrate the technique. Mr. Smith is a youth worker who states his problem as follows:

> As an adult working with a group of youth, I'm concerned about developing interdependence between us. I don't want the youth in our group to do things just because I suggest them. On the other hand, I don't want them to reject ideas just because they come from the adult. I have a goal for the group of becoming more open and active in criticizing what they see as helpful and nonhelpful in my suggestions and of seeking my reactions to theirs.

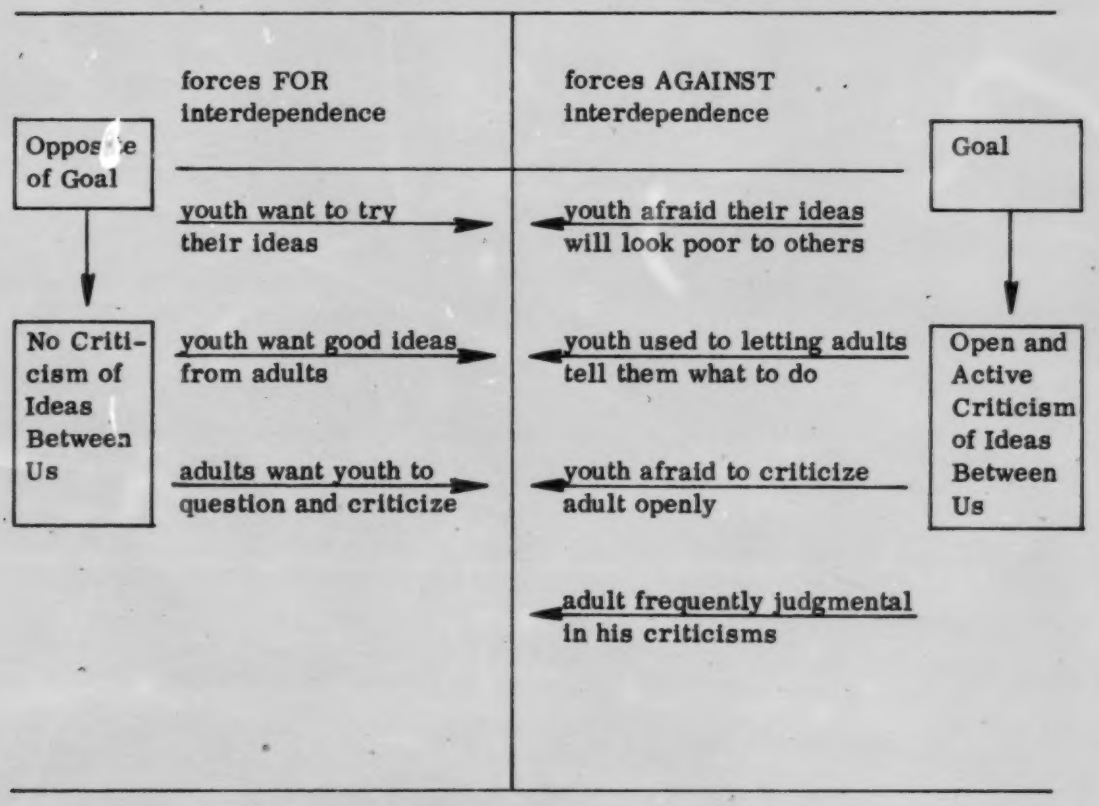
Mr. Smith now is ready to write out his first force field. He takes a blank sheet of paper and writes the general nature of the problem at the top. He then draws a horizontal line across the top. On the left side of the line he writes the words "forces for interdependence." On the right side he writes "forces against interdependence." In the right margin of the paper he writes the goal which he has specified for his problem, "open and active criticism of ideas between the group and me." In the left margin of the paper he writes the opposite of his goal, "no criticism of ideas between the group and me."

Now he draws a vertical line down the middle of the page. This line represents the way things are at the moment with regard to open and active criticism between him and the group. Things are the way they are at the moment because there is a set of forces pushing from the left toward open and active criticism and an equal set of forces pushing from the right against openness and activeness. If the forces on the left become stronger while those on the right stay the same or get weaker, the line will move toward the right--toward more openness and activeness. Mr. Smith now must write out what he believes to be the important forces operating in this situation.

Diagram I presents his first effort at writing out the force field.

DIAGRAM I

Force Field No. 1 - Interdependence Between the Group and Me


forces FOR interdependence
forces AGAINST interdependence
Opposite of Goal
Goal
youth want to try their ideas
youth afraid their ideas will look poor to others
No Criticism of Ideas Between Us
youth want good ideas from adults
youth used to letting adults tell them what to do
Open and Active Criticism of Ideas Between Us
adults want youth to question and criticize
youth afraid to criticize adult openly
adult frequently judgmental in his criticisms

Mr. Smith wasn't very satisfied with his first effort to draw the force field. He suspected there were additional forces other than the ones he had thought of. During his next meeting with the youth, he raised the question of how people felt about discussing each other's ideas. He asked specifically for their reactions to some of the ideas he had recently suggested. He especially asked them to share their reactions. However, they seemed reserved about giving them. Later, one of them told him privately, "We just don't talk about that with adults. I would have said some things, but the other kids would have thought I was being an apple polisher."

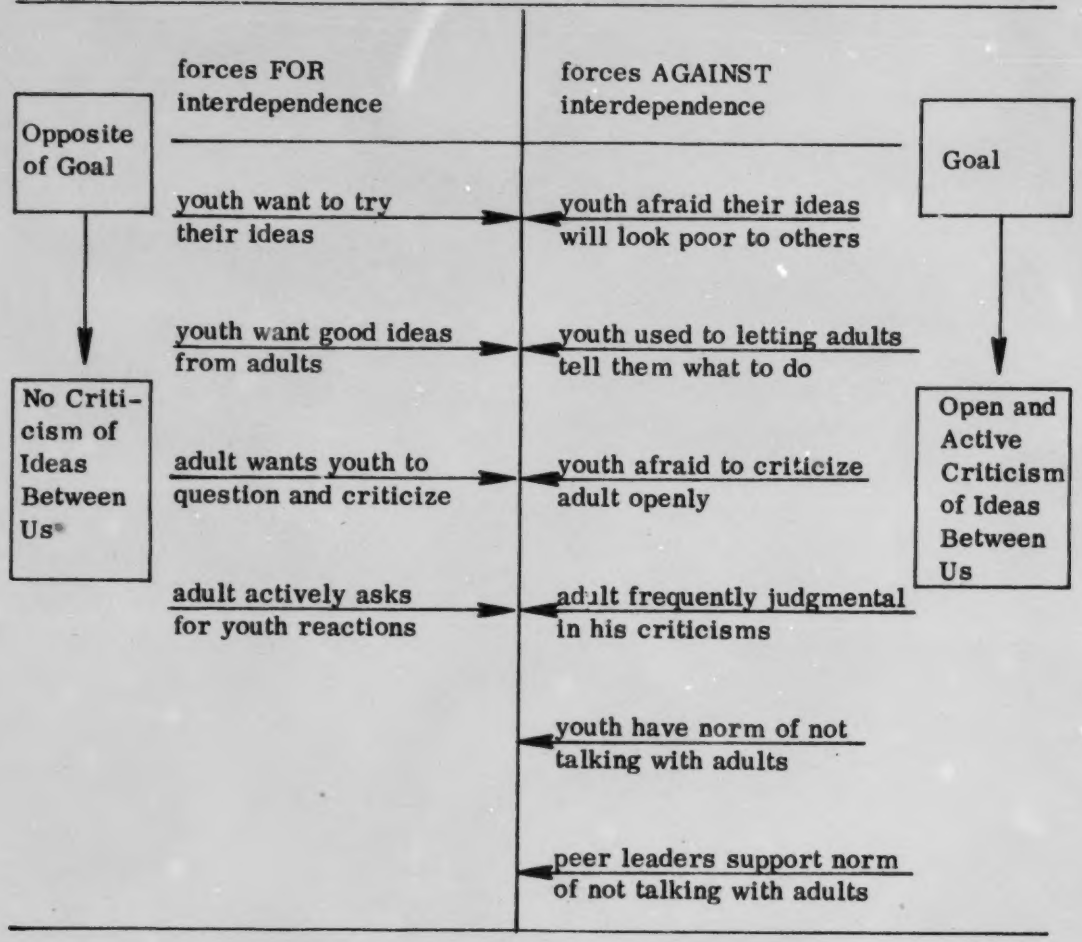
Mr. Smith believed he had learned two things from the discussion. One was that an additional "force for" was to actively ask the youth for their reactions. Another was that there was some kind of norm among the youth about not talking to adults in a way that would be seen as "apple polishing." This norm appeared to be an important "force against." He thought maybe the peer leadership of the group was an important "force against" which was affecting the way this norm operated in the group.

In Diagram II, on page 86, Mr. Smith has added these three forces to the force field.

After adding these forces he began to do three more things with his force field. First, he <u>ranked</u> all of the forces in terms of <u>how important</u> he thought they were in trying to change the situation. He put a number 1 by that force field which he believed would yield the most movement toward the goal if it could be changed. He put a 2 by the force that he thought would result in the second greatest amount of movement if changed, and so forth. Second, he

DIAGRAM II

Force Field No. 2 - Interdependence Between the Group and Me

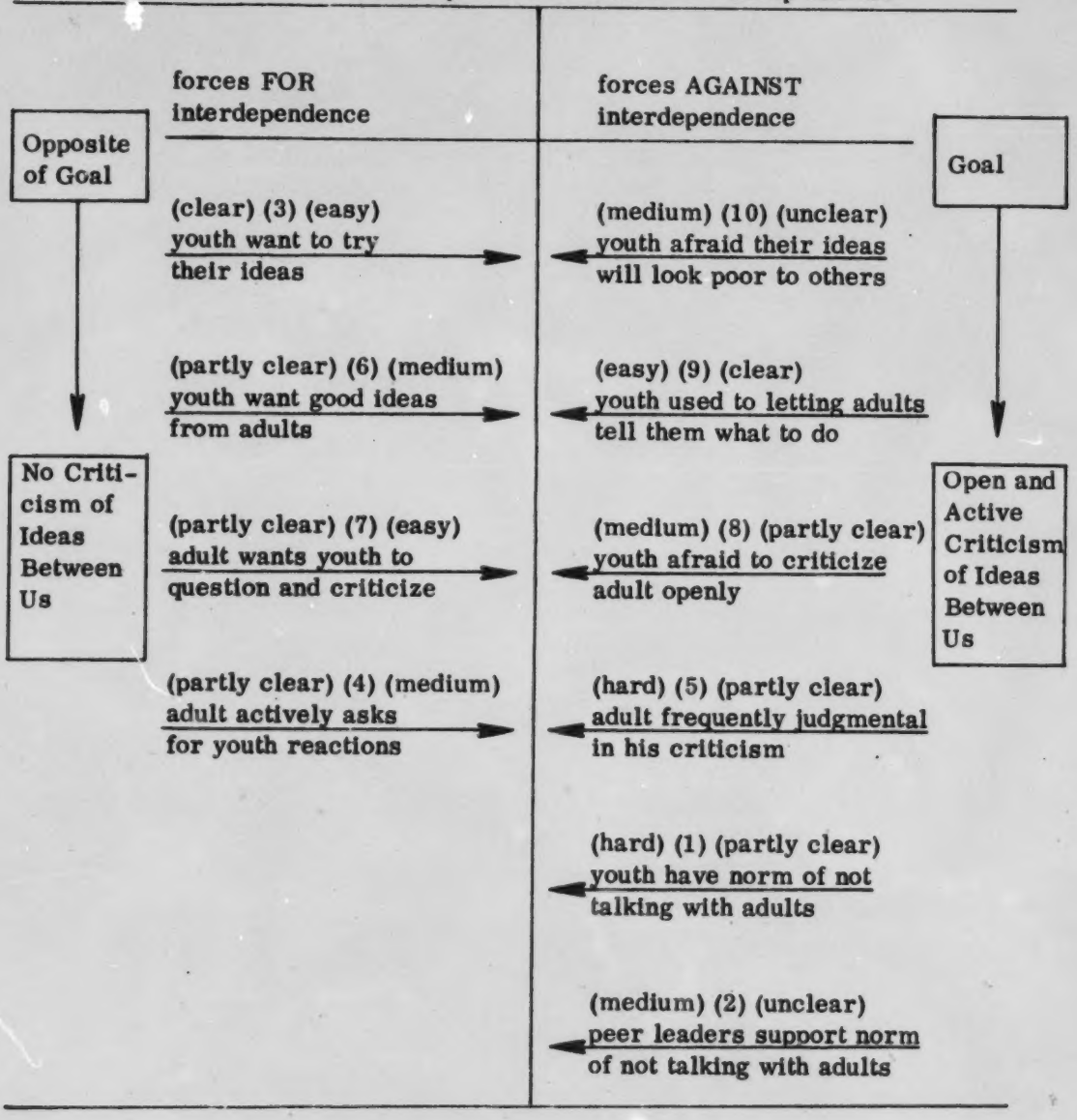

forces FOR interdependence
forces AGAINST interdependence
Opposite of Goal
Goal
youth want to try their ideas
youth afraid their ideas will look poor to others
youth want good ideas from adults
youth used to letting adults tell them what to do
No Criticism of Ideas Between Us
Open and Active Criticism of Ideas Between Us
adult wants youth to question and criticize
youth afraid to criticize adult openly
adult actively asks for youth reactions
adult frequently judgmental in his criticisms
youth have norm of not talking with adults
peer leaders support norm of not talking with adults

rated each force in terms of how easy he thought it would be for him to bring about some change in it. He gave each force a rating of hard, medium or easy. Third, he again rated each force, this time in terms of how clear he was about whether it really was a force. Was he just imagining it to be a force, or was it really operating? He labeled each force as clear, partly clear, unclear.

Diagram III presents Mr. Smith's force field as he ranked and rated the forces he discovered.

DIAGRAM III

Force Field No. 3 - Interdependence Between the Group and Me


forces FOR interdependence
forces AGAINST interdependence
Opposite of Goal
Goal
(clear) (3) (easy) youth want to try their ideas
(medium) (10) (unclear) youth afraid their ideas will look poor to others
(partly clear) (6) (medium) youth want good ideas from adults
(easy) (9) (clear) youth used to letting adults tell them what to do
No Criticism of Ideas Between Us
Open and Active Criticism of Ideas Between Us
(partly clear) (7) (easy) adult wants youth to question and criticize
(medium) (8) (partly clear) youth afraid to criticize adult openly
(partly clear) (4) (medium) adult actively asks for youth reactions
(hard) (5) (partly clear) adult frequently judgmental in his criticism
(hard) (1) (partly clear) youth have norm of not talking with adults
(medium) (2) (unclear) peer leaders support norm of not talking with adults

Now, Mr. Smith had a picture of what he thought was going on in his problem situation. The most important thing that stood out to him was that he was not very clear about some of the forces which he guessed to be important. He went back to the youth to get more information about forces that were not clear. He got information both through discussions and by using questionnaires. The force which he had ranked as most important seemed so complex to him that he wrote out a force field diagram about it!

This helped him identify further forces and questions he needed to discuss with the youth. Mr. Smith also began to consider ways he could alter some of the forces. He put some of these alternatives into action. His efforts to get information from the youth to determine the force fields turned out to be an action plan in itself which proved helpful. Mr. Smith found the group changing in the direction of his goal.

At the end of several weeks, Mr. Smith found it helpful to look back over his efforts. He could note the changes which had occurred in his force field over time. He knew that his current force field diagram was much more accurate than his first attempts had been. It was based on careful data gathering. He had gathered some kinds of data several times so that he could see evaluatively how some of the forces had changed in response to the action efforts that he and the youth had worked out. Most exciting to Mr. Smith was his discovery that he could share the force field technique with the youth. Now they were working together on diagnosing goal situations, planning action for the group and evaluating the reasons for success and failure.

Summary

A person applying the force field technique in diagnosing a problem and/or deriving the most appropriate solution will have completed the following process steps:

1. Identified a problem/goal
2. Stated a problem applying all criteria
3. Listed forces for and against in proper form
4. Ranked forces in numerical scales as to importance
5. Rated forces as to resistance to change and clarity of evidence
6. Gathered data about problem
7. Evaluated data and derived other forces, etc.
8. Derived and stated appropriate solution strategy
9. Evaluated solution effectiveness

Summary for Criteria of Ranking and Rating

Ranking:

A. Importance is defined as significance. How important or significant is a force in yielding the most movement toward the goals?

Rating:

A. Strength refers to resistance to change. How easy or hard would it be to change that force? Is it hard, medium or easy?

B. Clarity refers to evidence. What evidence is there that it is a force? How clear is it to me that it is a force?

HANDOUT 23

ASSESSMENT OF SUBSET IV: DIAGNOSIS USING THE FORCE FIELD TECHNIQUE

1. When writing a force field, the line down the center of the page represents: (check one)

   _____ The way things are now

   _____ A way to keep your lists of forces separated

   _____ The goal that you wish to achieve

2. Forces are stated most helpfully when: (check one)

   _____ They make specific who to go to and what to ask if you want to gain a fuller understanding

   _____ They indicate the actions which need to be taken in order to change the situation

   _____ They clearly evaluate all of the factors involved in the situation

Answers:

1. When writing a force field, the line down the center of the page represents: (check one)

   (right) The way things are now

   (wrong) A way to keep your lists of forces separated
   (It's not just a divider for two lists of opposing forces. It represents an identifiable condition that you wish to change such as, "I weigh 243 pounds now.")

   (wrong) The goal that you wish to achieve
   (Your goal is represented by the dotted line down the right side of the page.)

2. Forces are stated most helpfully when: (check one)

   (right) They make specific who to go to and what to ask if you want to gain a fuller understanding

   (wrong) They indicate the actions which need to be taken in order to change the situation
   (Consideration of actions to take in order to change the situation comes much later. It will depend on diagnostic work using the force field technique, but statement of the forces doesn't indicate how to change them!)

   (wrong) They clearly evaluate all of the factors involved in the situation
   (Evaluation comes later. Stating a force clearly can be a step prior to determining ways to measure the force. Repeated measurement of forces over time can become the evaluation of a change project.)

HANDOUT 24

AGENDA FOR SUBSET V: DIAGNOSING TEAMWORK RELATIONSHIPS

Purposes: To apply the force field diagnostic technique, listening and saying skills, and helper-helpee behaviors to the exploration of teamwork relations.

To gather data from selves relevant to improving these relations.

Objectives: Given prior definition of the force field techniques, listening and saying behaviors, and helper-helpee behaviors, each participant will produce a force field analysis identifying forces for and against effective teamwork relations.

Steps:

1. Introduction to Subset V agenda
2. Diagnosing teamwork relations
3. Instructions for trio work
4. Trio exercise on getting more data from self
5. Assessment

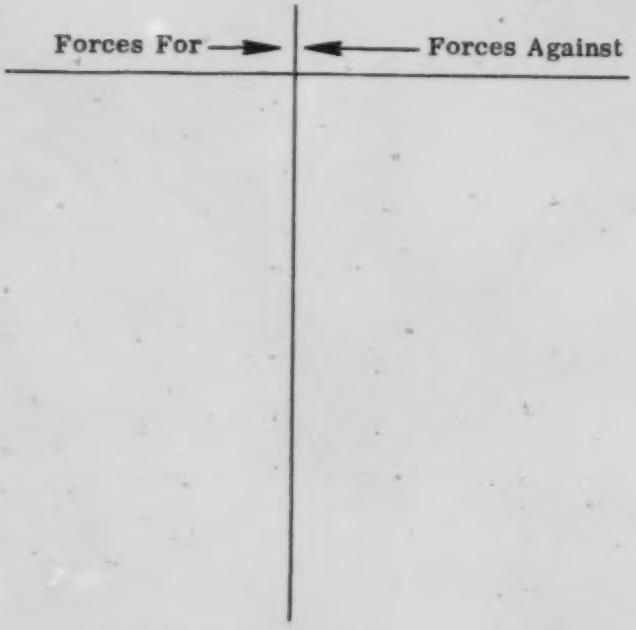
HANDOUT 25

DIAGNOSING TEAMWORK RELATIONSHIPS

During the next 15 minutes work alone. Write a force field on your teamwork relationships. Use data from your teamwork in the workshop up to this time.

As you see it now, what forces are for and what forces are against gettting the most from your trio teamwork relations during the workshop?

My Goal: Enhance My Teamwork Relationships



You Will Share This Force Field In Your Trio.

HANDOUT 26

INSTRUCTIONS FOR TRIO WORK

Preparation for Trio Work

1. People usually have more good data in themselves than they are aware of. In this exercise, trio members will attempt to help each member get more data from himself.

   In order to get ready for trio sharing, select one or more forces from your force field that you want to share in your trio to let the other two members help you "interview yourself." Take a few minutes to do this task.

Trio Sharing

2. You will each have 20 minutes to share your forces and get the other two persons to help you talk about them and get more data from yourself.

3. When it's your turn to "interview yourself for more data," the other two members function as helpers--paraphrasing, asking for clarification, asking questions, checking to see if helpee understands, asking helpee to paraphrase.

The workshop leader will monitor time for you.

HANDOUT 27

ASSESSMENT OF SUBSET V: DIAGNOSING TEAMWORK RELATIONSHIPS

1. One major force that can aid or block our trio's teamwork relationships is: (write your answer below)

(Share the answer you wrote with your trio members to get their reaction as to whether it is a force and, if so, whether it is a "major" force.)

HANDOUT 28

AGENDA FOR SUBSET VI: FORCE FIELD ANALYSIS AND DATA GATHERING

Purposes:

To give an opportunity to study and practice principles and techniques of force field analysis.

To give an opportunity to study and practice principles and techniques of data gathering.

Objectives:

Given Handout 29, "The Force Field Analysis," the participants will produce a force field analysis for Mrs. Jones by ranking and rating her forces.

Given Handout 31, "Ideas for Gathering Data," and Handout 32, "Creating a Data-Gathering Technique," participants will write data-gathering instruments, role play their use and critique each other's efforts.

Steps:

1. Introduction to Subset VI agenda
2. Analyze a force field
3. Analyze Mrs. Jones' force field
4. Discuss Mrs. Jones' force field analysis
5. Ideas for gathering data
6. Create a data-gathering technique
7. Practice data gathering
8. Assessment

HANDOUT 29

THE FORCE FIELD ANALYSIS

In the early stages of problem solving, primary concern should be for gaining a clear diagnostic understanding of the situation which exists "now." The force field technique provides a diagrammatic picture of the forces that are maintaining a situation at a given moment. When you write a force field on a piece of paper, it probably indicates only a few of the actual complex sets of forces operating in the situation you are concerned with. You might feel very sure that the forces you have listed are important ones, but have little data to support your belief or give you a usable understanding of just how these forces are operating. Your force field can be analyzed to consider which forces might profitably be investigated in more objective detail. This diagnostic analysis involves three steps.

First, rank order all of the forces "for" and "against" in order of their importance. Importance is defined in terms of the degree to which change of a particular force would cause the situation to move most toward the goal. You would first rank that force which you believe, if changed, would result in most movement toward the desired goal. Force Number Two would be that force which you believe, if changed, would yield the second most movement toward the goal. Continue in this manner until you have rank ordered all of the forces for and against movement toward the goal.

Second, rate each force in terms of clarity. Look at your statement of a force. How clear are you that it really is a force in terms of being able to show objective data about its importance, who is involved in it and exactly how

and why it is operating? Clarity is not a matter of being positive in your own belief. Sometimes, being "positive" is being wrong in a loud voice. Clarity is defined here as having objective data with which you could stand up in court and prove your case beyond a shadow of a doubt. Rate each force as to whether you are clear, partly clear or unclear about it in these terms.

Third, look at the combination of ranking and rating which you have done. Forces which you have given a high ranking of importance, but are unclear about, are obvious candidates for further exploration. Your ranking and rating analysis tells you where more data is needed for diagnosing the problem situation.

You might wish to refer back to Handout 22 (A Case Study of the Research Utilizing Problem Solving Process) to see an illustration of this analysis process applied to diagnostic work. Note that the case study includes rating forces as hard, medium or easy for resistance to change. This step comes in the problem solving stage of analyzing action alternatives, which has not yet been presented to you.

HANDOUT 31

IDEAS FOR GATHERING DATA

There are many ways of gathering data. In one sense, we are gathering data all the time by being aware of what is happening around us. Most of the things we are aware of are not really news to us. They are things we fully expected. The force field diagnostic technique can help us pick out things we want to check on more carefully. Suppose we want to know how people feel about a particular activity or about being helpers to each other. There are a variety of ways to gather such data. Some of these will be suggested below. Before you select one of them for any particular occasion, there are a few important questions to consider.

These are the kinds of questions that social scientists are concerned about when they gather data. You will be increasing your own data-gathering skills each time you work through these questions as part of a data-gathering effort.

1. What will be the respondents' reaction to being asked this question in this way?

2. How will I know this question has the same meaning to the respondent that it has to me?

3. Will the respondents feel free to give their own reactions, or will they be more apt to give answers that they think somebody wants to hear?

4. Is this question clear enough so a respondent will answer it the same way each time it is asked, barring some major change in the situation?

Here are some ways to gather data:

A. Written Questionnaire

1. Open-Ended Answers:	Anything from finishing a sentence to writing an essay
2. Multiple Choice:	Forced choice where you must pick only one, or free choice where you select as many as are correct for you
3. Preferred Choice:	A form of forced choice where you select the things you like best or least as compared with other things (Would you rather be a helper in reading or arithmetic?)
4. Scaled Response:	On a 5-point scale where 1 is "not at all" and 5 is "very much," check how you liked the way we worked on social studies today. For younger children: Check the face that shows how you feel about our new workbooks

B. Interview: May be open and free-flowing, or highly structured with the questions figured out in advance and closely adhered to.

1. Total Group:	Discussion where questions are raised to see how they are responded to in the total group
2. Small Group:	A certain combination of people who are relevant are brought together for discussion
3. Key Informant:	Data is gathered from one or more individuals whom you have reason to believe can give accurate views on what the others would say
4. Each Individual:	An interview where each individual answers the questions by himself

C. Observation: May be open-ended, e.g., subjective observations without use of instruments or specific focus, or highly structured, e.g., noting interaction patterns through some form of sociogram.

1. Individual: Observes himself

2. Other: Individual gives observation instructions to someone else

When selecting tools for data collection, two factors should be kept in mind:

1. The selection of one force to seek data about should be based on its probable importance. This is determined by an examination of the ranking and rating of all the forces.

2. The method by which data is gathered should be determined by considering the kind of information needed against a consideration of the possible effects of trying to get that information in a particular way.

The selection of the inquiry tool should reflect the best possible match between these two factors.

HANDOUT 32

CREATING A DATA-GATHERING TECHNIQUE

INSTRUCTIONS:

1. Review Mrs. Jones' Force Field Analysis (H30) and select a force about which more data would be helpful.
2. Decide where and from whom you would get the information.
3. Write the force and source of information below.

Force about which data is needed: Source of information:

4. Write below two ways to secure the necessary information. (Refer to H31, A, B and C.)

1. _____ _____ 2. _____ _____

5. Identify two specific questions you believe <u>will be answered</u> by the information you receive through the two ways you have just chosen. (These are <u>not</u> the questions you might ask your source of information.) Write these questions below. You will be trying out the gathering of data with your trio.

Question 1

Question 2

HANDOUT 33

INSTRUCTIONS FOR TRYOUT OF GATHERING DATA

Each member of the trio will have 15 minutes to try out his data-gathering techniques and critique them with the other two trio members.

When it's your turn for a tryout:

1. Tell the other two trio members the kind of group from whom you are seeking data. (For example, Mrs. Jones, the teachers on Mrs. Jones' staff, parents of the children, the teacher they had last year.)

2. Tell them the two data-gathering techniques you are using. (For example, "I'm asking the teachers to write an open-ended response to the question, 'Do you....'" or "I'm observing Mrs. Jones for 30 minutes as she and the teachers....")

3. The other two members of your trio are then to tell you what the information was that you collected. (For example, "The range of answers you got to that question can be summed up as follows: About half of the girls in the class said...." or "During that half hour, you observed that the response of the teachers to Mrs. Jones when she....") In other words, the other two members will invent these answers for the purpose of this exercise. These answers are to apply only to this exercise and are not to be referred to again in later subsets of the workshop.

4. Once you have your "data," you and your two trio members are to critique its usefulness and to consider whether there might be better ways to seek the information you wanted.

When you are helping one of the other trio members try out his data-gathering techniques:

1. Invent the "data he received" as quickly as you can.

2. Question him critically about the value of "his data." Does his data really answer the questions he wanted answered? Now that he has that data, what does he think he knows? Why does he think the data means what he is interpreting it to mean? Why is knowing that helpful? What can he do differently now that he knows that?

3. Also, tell him how you think the people from whom he got the data feel about his having discovered it by the technique he used. Did they feel good about it? Did it create any negative side effects? Did it raise any expectations in them about what might happen next or how this data might be used?

4. Discuss ways that this data-gathering effort might be improved.

The workshop leader will call time every 15 minutes.

HANDOUT 34

ASSESSMENT OF SUBSET VI:
FORCE FIELD ANALYSIS AND DATA GATHERING

1. When rank ordering forces in a force field for importance, "importance" means: (check one)

   _____ How difficult it would be to change the force

   _____ How much movement there would be toward the goal if the force was changed

   _____ The degree of concern you feel toward the force in terms of bringing about change

2. When rating a force for clarity, "clarity" means: (check one)

   _____ How positive you feel about the way this force is working

   _____ How much objective data you have about the way this force is working

   _____ How specific you have been in describing how you believe this force is working

Answers:

1. When rank ordering forces in a force field for importance, "importance" means:

   (wrong) How difficult it would be to change the force
   (This is an additional kind of rating you do later when considering your action-taking strategy.)

   (right) How much movement there would be toward the goal if the force were changed

   (wrong) The degree of concern you feel toward the force in terms of bringing about change
   (Concern you feel is a kind of importance for you, but not the importance of the force as it influences change in the situation. Some forces may greatly concern you, but not influence movement toward the goal.)

2. When rating a force for clarity, "clarity" means:

   (wrong) How positive you feel about the way this force is working
   (You may feel positive, yet be completely wrong!)

   (right) How much objective data you have about the way this force is working

   (wrong) How specific you have been in describing how you believe this force is working
   (The force should be described specifically. But, clarity is defined here as having objective data showing that the force you have described specifically is what you described it to be.)

HANDOUT 35

AGENDA FOR SUBSET VII: SELECTING INSTRUMENTS FOR DATA COLLECTION

Purposes:

To introduce the booklet of data-gathering instruments

To practice the skill of selecting instruments relative to forces in a force field

Objectives:

Given the force field analysis produced by Mrs. Jones and a total of nine data-gathering tools in Chapters 2-6 of the booklet, Diagnosing Professional Climates of Schools, participants will be able to select six instruments relevant to data-gathering requirements to Mrs. Jones' force field analysis.

Steps:

1. Introduction to Subset VII agenda
2. Instructions for individual and trio work in selecting six instruments
3. Share in sextets the trio's selection of six instruments
4. Mrs. Jones' selection of instruments for data gathering
5. Review problem solving model
6. Write a problem statement applicable to own school
7. Meeting of sextets to discuss how things are going
8. Total workshop group discussion
9. Assessment

HANDOUT 36

INSTRUCTIONS FOR INDIVIDUAL AND TRIO WORK IN SELECTING SIX INSTRUMENTS

1. Receive booklet: Diagnosing Professional Climates of Schools.

2. Take 5 minutes to skim Chapter 1, The School as a Social System.

3. Mrs. Jones selected six of the instruments in Chapters 2-6 to use with her faculty. Your trio is to decide which six instruments would give the best information for clarifying Mrs. Jones' force field. Refer back to H20 and H30.

4. In your trio, assign Chapters 2 through 6 to be read.

5. Take 20 to 30 minutes to read your chapters and be ready to share their content in your trio so that six of the nine instruments can be selected.

6. As a trio, take 30 to 40 minutes to:

   a. Review Handouts 20 and 30 concerning Mrs. Jones' problem and her force field analysis. These are basic to the next step.

   b. Share the content of the five chapters.

   c. Given the force field analysis Mrs. Jones produced, select the six instruments you would use to gather data.

Staff will monitor time.

HANDOUT 38

ASSESSMENT OF SUBSET VII:
SELECTING INSTRUMENTS FOR DATA COLLECTION

1. The main reason for selecting six of the instruments for data collection is: (check one)

_____ To solve Mrs. Jones' problem.

_____ To begin what should become intensive study and use of the booklet, Diagnosing Professional Climates of Schools.

_____ Because only six are correct.

Answer:

1. The main reason for selecting six of the instruments for data collection is: (check one)

(wrong) To solve Mrs. Jones' problem
(Work on Mrs. Jones' problem is only a means to the end of experiencing and developing skills in the RUPS process.)

(right) To begin what should become intensive study and use of the booklet, Diagnosing Professional Climates of Schools.

(wrong) Because only six are correct.
(A case can be made for using each of the instruments. Selecting six was required in the exercise as a way of focusing attention on the instruments and the kinds of considerations one must make in selecting instruments.)

HANDOUT 39

AGENDA FOR SUBSET VIII: SPOTTING THE MAJOR RESULTS IN DATA

Purpose: To gain skills in analyzing data.

Objectives: Given a summary of the teachers' responses to six instruments used by Mrs. Jones and provided the opportunity to apply the behaviors of helper and helpee in the trio, participants will be able to derive and report the major results in the data.

Given the major results Mrs. Jones identified in the data, participants will accept their application in revising her force field.

Steps:

1. Introduction to Subset VIII agenda
2. Summary of teachers' responses to six tools
3. Trios work at identifying major results
4. Sextets share major results spotted by trios
5. Major results of Mrs. Jones' data
6. Revision of force field in light of data
7. Mrs. Jones' revision of her force field
8. Assessment

HANDOUT 40

SUMMARY OF TEACHERS' RESPONSES TO SIX INSTRUMENTS USED BY THE PRINCIPAL

INSTRUMENT 1: SELF-CONCEPTION OF OWN ROLE PERFORMANCE

Mrs. Jones took all of the responses to this instrument and attempted to put them into categories. The ten kinds of things mentioned most often are listed below with designation of the number of teachers who mentioned it. There is also indication of how positive or negative each was rated.

1.	Working directly with the children (instruction)	+ +	47
2.	Preparing (lesson plans, materials, etc.)	- +	47
3.	Evaluating (children's work)	+	44
4.	Handling problems (children's behavior)	-	41
5.	Record keeping	- -	41
6.	Keeping up with new ideas (about subjects and teaching)	+ +	36
7.	Attending faculty meetings	-	34
8.	Working with individual children (instruction)	+ +	29
9.	Working with faculty (administrative issues)	+	26
10.	Helping children (issues other than instruction)	+ +	19

INSTRUMENT 9: THE PRINCIPAL OF THIS SCHOOL

		Never	Almost Never	Occasionally	Frequently	Almost Always	Always	I Do Not Know
1.	Gives the teachers the feeling that their work is an "important activity"	0	4	16	21	6	0	0
2.	Gives teachers the feeling that they can make significant contributions to improving the classroom performance of their students	0	8	22	13	4	0	0

		Never	Almost Never	Occasionally	Frequently	Almost Always	Always	I Do Not Know
3.	Takes a strong interest in my professional development	6	11	18	12	0	0	0
4.	Makes teachers' meetings a valuable educational activity	17	19	9	2	0	0	0
5.	Helps to eliminate weaknesses in his school	0	7	20	18	1	1	0
6.	Treats teachers as professional workers	0	1	0	3	31	12	0
7.	Helps teachers to understand the sources of important problems they are facing	6	10	14	12	3	0	2
8.	Displays a strong interest in improving the quality of the educational program	0	2	10	12	14	8	1
9.	Brings to the teachers' attention educational literature that is of value to them in their jobs	12	14	9	7	2	0	3
10.	Has constructive suggestions to offer teachers in dealing with their major problems	0	7	19	12	6	1	2
11.	Gets teachers to upgrade their performance standards in their classrooms	7	12	24	2	0	0	2
12.	Maximizes the different skills found in the faculty	13	10	17	4	1	0	2
13.	Makes a teacher's life difficult because of his administrative ineptitude	34	6	4	0	0	0	3

		Never	Almost Never	Occasionally	Frequently	Almost Always	Always	I Do Not Know
14.	Runs conferences and meetings in a disorganized fashion	37	7	3	0	0	0	0
15.	Has the relevant facts before making important decisions	1	2	16	14	12	1	1
16.	Displays inconsistency in his decisions	3	16	19	6	0	0	3
17.	Procrastinates in his decision making	3	26	13	2	0	0	3
18.	Requires teachers to engage in unnecessary paper work	1	12	27	3	4	0	0
19.	Displays integrity in his behavior	0	0	1	4	23	19	0
20.	Puts you at ease when you talk with him	0	0	0	9	18	20	0
21.	Makes those who work with him feel inferior to him	31	14	1	0	0	0	1
22.	Develops a real interest in your welfare	3	7	14	18	5	0	0
23.	Develops a "we feeling" in working with others	6	7	26	8	0	0	0
24.	Rubs people the wrong way	19	21	3	0	1	0	3

INSTRUMENT 15: DO'S AND DON'TS

Mrs. Jones figured out the average percentage for each response. She noted the number who indicated each response as their personal choice in parentheses.

	Percentage who would feel that you SHOULD		Percentage who would feel that you SHOULD NOT		Percentage who have no feeling one way or the other	
1. Ask others who seem upset to express their feelings directly	23.4 (11)	+	72.3 (34)	+	4.3 (2)	= 100%
2. Tell colleagues what you really think of their work	38.3 (18)	+	59.6 (28)	+	2.1 (1)	= 100%
3. Look for ulterior motives in other people's behavior	0 (0)	+	100 (47)	+	0 (0)	= 100%
4. Always ask "Why?" when you don't know	38.3 (18)	+	48.9 (23)	+	12.8 (6)	= 100%
5. Avoid disagreement and conflict whenever possible	29.8 (14)	+	65.9 (31)	+	4.3 (2)	= 100%
6. Consult with people under you in making decisions that affect them--even minor ones	87.2 (41)	+	8.5 (4)	+	4.3 (2)	= 100%
7. Question well-established ways of doing things	46.8 (22)	+	51.1 (24)	+	2.1 (1)	= 100%
8. Be concerned about other people's problems	44.7 (21)	+	53.2 (25)	+	2.1 (1)	= 100%
9. Only make a decision after everyone's ideas have been fully heard	89.4 (42)	+	10.6 (5)	+	0 (0)	= 100%
10. Disagree with your superior if you happen to know more about the issue than he does	61.7 (29)	+	34.0 (16)	+	4.3 (2)	= 100%
11. Withhold personal feelings and stick to the logical merits of the case in any discussion	65.9 (31)	+	27.7 (13)	+	6.4 (3)	= 100%
12. Push for new ideas, even if they are vague or unusual	34.0 (16)	+	66.0 (31)	+	0 (0)	= 100%
13. Ask others to tell you what they really think of your work	40.4 (19)	+	57.4 (27)	+	2.1 (1)	= 100%
14. Keep your real thoughts and reactions to yourself, by and large	51.1 (24)	+	46.8 (22)	+	2.1 (1)	= 100%
15. Trust others not to take advantage of you	89.4 (42)	+	8.5 (4)	+	2.1 (1)	= 100%

	Percentage who would feel that you SHOULD		Percentage who would feel that you SHOULD NOT		Percentage who have no feeling one way or the other	
16. Be skeptical about things, as a rule	8.5 (4)	+	85.1 (40)	+	6.4 (3)	= 100%
17. Point out other people's mistakes, to improve working effectiveness	38.3 (18)	+	59.6 (28)	+	2.1 (1)	= 100%
18. Listen to others' ideas, but reserve the decision to yourself	72.3 (34)	+	23.4 (11)	+	4.3 (2)	= 100%
19. Try out new ways of doing things, even if it's uncertain how they will work out	65.9 (31)	+	25.5 (12)	+	8.5 (4)	= 100%
20. Stay "cool," keep your distance from others	12.8 (6)	+	87.2 (41)	+	0 (0)	= 100%
21. Use formal voting as a way of making decisions in small groups	57.4 (27)	+	40.4 (19)	+	2.1 (1)	= 100%
22. Set up committees which bypass or cut across usual channels or lines of authority	31.9 (15)	+	61.7 (29)	+	6.4 (3)	= 100%
23. Spend time in meetings on emotional matters which are not strictly germane to the task	36.2 (17)	+	61.7 (29)	+	2.1 (1)	= 100%
24. Be skeptical about accepting unusual or "way out" ideas	61.7 (29)	+	36.2 (17)	+	2.1 (1)	= 100%
25. Tell other people what they want to hear rather than what you really think	14.9 (7)	+	80.9 (38)	+	4.3 (2)	= 100%
26. Stick with familiar ways of doing things in one's work	44.7 (21)	+	53.2 (25)	+	2.1 (1)	= 100%
27. Trust others to be helpful when you admit you have problems	68.1 (32)	+	21.3 (10)	+	10.6 (5)	= 100%

INSTRUMENT 17: OUR TYPICAL BEHAVIOR

1. Suppose a teacher (let's call him Teacher X) disagrees with something Mr. B says at a staff meeting. If teachers you know in your school were in Teacher X's place, what would most of them be likely to do?

   Would most of the teachers you know seek out Mr. B to discuss the disagreement?

   (12) Yes, I think most would do this.
   (13) Maybe about half would do this.
   (18) No, most would not.
   (4) I don't know.

   Would they keep it to themselves and say nothing about it?

   (11) Yes, I think most would do this.
   (11) Maybe about half would do this.
   (21) No, most would not.
   (4) I don't know.

2. Suppose a teacher (let's call him Teacher X) feels hurt and put down by something another teacher has said to him. In Teacher X's place, would most of the teachers you know in your building be likely to...

   ...avoid the teacher?

   (37) Yes, I think most would.
   (2) Maybe about half would.
   (4) No, most would not.
   (4) I don't know.

   ...tell the other teacher that they felt hurt and put down?

   (4) Yes, I think most would.
   (4) Maybe about half would.
   (35) No, most would not.
   (4) I don't know.

   ...tell their friends that the other teacher is hard to get along with?

   (18) Yes, I think most would.
   (11) Maybe about half would.
   (12) No, most would not.
   (6) I don't know.

3. Suppose you are in a committee meeting with Teacher X and the other members begin to describe their personal feelings about what goes on in the school. Teacher X quickly suggests that the committee get back to the topic and keep the discussion objective and impersonal. How would you feel toward Teacher X?

(18) I would approve strongly.
(10) I would approve mildly or some.
(1) I wouldn't care one way or the other.
(12) I would disapprove mildly or some.
(6) I would disapprove strongly.

4. Suppose you are in a committee meeting with Teacher X and the other members begin to describe their personal feelings about what goes on in the school. Teacher X listens to them and tells them his own feelings. How would you feel toward Teacher X?

(8) I would approve strongly.
(12) I would approve mildly or some.
(4) I wouldn't care one way or the other.
(11) I would disapprove mildly or some.
(12) I would disapprove strongly.

5. Suppose Teacher X wants to improve his classroom effectiveness. In Teacher X's place, would most of the teachers in your building...

...ask another teacher to observe his teaching and then have a conference afterward?

(7) Yes, I think most would do this.
(8) Maybe about half would do this.
(24) No, most would <u>not</u>.
(8) I don't know.

...ask other teachers to let him (Teacher X) observe how the other teachers teach, to get ideas how to improve his own teaching?

(4) Yes, I think most would do this.
(11) Maybe about half would do this.
(29) No, most would <u>not</u>.
(3) I don't know.

...have a free and open discussion with his students about his teaching?

(7) Yes, I think most would do this.
(7) Maybe about half would do this.
(27) No, most would <u>not</u>.
(6) I don't know.

...ask the principal to observe his teaching and then have a conference afterward?

(4) Yes, I think most would do this.
(9) Maybe about half would do this.
(30) No, most would not.
(4) I don't know.

6. Suppose Teacher X disagrees with a procedure that the principal has outlined for all to follow. If Teacher X were to go and talk with the principal about his disagreement, how would you feel about it?

(6) I would approve strongly.
(21) I would approve mildly or some.
(7) I wouldn't care one way or the other.
(10) I would disapprove mildly or some.
(3) I would disapprove strongly.

7. Suppose Teacher X disagrees with a procedure that the principal has outlined for all to follow. If Teacher X were to say nothing but ignore the principal's directive, how would you feel about it?

(7) I would approve strongly.
(18) I would approve mildly or some.
(11) I wouldn't care one way or the other.
(7) I would disapprove mildly or some.
(4) I would disapprove strongly.

8. Suppose Teacher X develops a particularly useful and effective method for teaching something. If Teacher X were to describe the method briefly at a faculty meeting and offer to meet further with any who wanted to know more, how would you feel about it?

(14) I would approve strongly.
(22) I would approve mildly or some.
(6) I wouldn't care one way or the other.
(3) I would disapprove mildly or some.
(2) I would disapprove strongly.

INSTRUMENT 19: CLASSROOM INNOVATIONS

1. Please think of the various innovations which you have tried out in your own classroom during the past year. (Please check one.)

(37) I have tried some.
(10) I have tried none.
(If so, please skip to Question 8)

We would like you to consider the new classroom practice which you regard as the most significant or interesting. Please describe it briefly. What specifically did you do?

(Answers concerned: curriculum materials--11; grouping--6; individualizing--5; group projects--4; student participation--4; pooling staff resources--4; other--3)

2. The classroom practice you just described can be "original with you" (i.e., you invented it), or you "got it from somewhere else." Please check below the position that best describes your practice.

3	Original with me (to the best of my knowledge)
21	Got it somewhere else and made major changes
7	Got it somewhere else and made minor changes
6	Got it somewhere else without making changes

3. If not totally original, where did you get it? (Check as many as apply.)

4	Teacher in this school
3	My principal
4	Magazine or journal
2	Workshop, conference or institute
2	My department head
2	Book
1	Student
7	Local curriculum materials
3	Teacher in another school
1	Outside consultants
2	University class
3	Supervisor, coordinator, curriculum worker
0	A parent
1	Guidance or psychological service worker
4	Other _____ (Please specify)

4. How did you hear about it? (Check as many as apply.)

4	Formal explanation
7	Informal conversation
3	Observed it in use
2	Special demonstration
6	Audiovisual (film, TV, slides, tape, etc.)
12	Written account
8	Other _____ (Please specify)

5. As far as you know, to what extent is the practice you described being used by other teachers? (Please check one.)

1	To a great extent
2	Quite a bit
16	To some extent
11	A little
7	Not at all

6. How often in the past year have you told other teachers about this particular classroom practice?

11	Never
14	Once or twice
11	Several times
1	Often

7. To what extent are you likely to use this practice again which you have just described?

12	To a great extent
9	Quite a bit
7	To some extent
5	A little
4	Not at all

8. To what extent do you feel you know what new practices other teachers are using to improve pupil learning in their classrooms?

2	To a great extent
6	Quite a bit
8	To some extent
14	A little
17	Not at all

9. Looking at yourself as a teacher, how much time and energy do you put in on classroom innovations--ones you have invented or discovered?

3	A lot
11	Quite a bit
22	Some
8	A little
3	None

10. During this past year, about how many classroom innovations would you say you have tried out?

15	0-1 time
28	2-4 times
4	5-8 times
0	9-12 times
0	13 or over

INSTRUMENT 22: PERCEPTIONS OF THE CLASSROOM INNOVATIONS OF OTHERS

What sorts of new things do you know that others in this building are doing in curriculum?

(19 answered)

What sorts of new things do you know that others in this building are doing in group processes?

(3 answered)

What sorts of new things do you know others are doing with audiovisual aids?

(2 answered)

Would you like to have discussions with any of these persons? If so, which ones?

(17 said yes)

HANDOUT 41

MAJOR RESULTS OF MRS. JONES' DATA

Following are major results which Mrs. Jones picked out of the collected data summaries.

1. Most teachers don't see sharing ideas and helping each other try out innovations as a major part of their "own role performance." (This element was not one of top ten items mentioned on Instrument 1.)

2. Keeping up with new ideas is seen as important by most.

3. Faculty meetings are seen as for administrative functions and are valued negatively.

4. Most teachers are primarily concerned with their pupils.

5. The principal is seen as only mildly concerned with teachers' professional growth, classroom improvement and helping teachers deal with problems.

6. The principal is not seen as very active in supporting new ideas.

7. The principal is seen by teachers as having integrity, respect for teachers and is easy to talk to, but perhaps overly concerned with administrative concerns and paperwork.

8. Most faculty members expect others to hold back on expressing feelings, while quite a few would like more open expression.

9. It is believed that most think conflict should be avoided. Privately, most think conflict should not be avoided.

10. There is greater interest in being helpful to each other and trying new methods than is assumed.

11. Most teachers do not see the other teachers as seeking help from each other or the principal to improve their classroom effectiveness.

12. There is some resistance to openly seeking improvement of procedures.

13. There is a readiness for increased sharing of teaching ideas.

14. While there is considerable classroom innovativeness, little of it comes from sharing within the faculty.

15. A great deal more innovativeness is occuring in classrooms than most teachers are aware of.

HANDOUT 42

MRS. JONES' REVISION OF HER FORCE FIELD

Mrs. Jones looked at her force field (H20) again and decided to revise it in light of the major results she had identified.

Improvement Goal: To increase communication and support for sharing teaching ideas in our faculty.

Forces For →	← Forces Against
Mrs. Jones wants to increase communication and sharing of ideas with faculty	← Teachers don't see sharing ideas as a major part of their role
Most teachers want new ideas	← Teachers don't see Mrs. Jones as concerned about this
Faculty meetings could be used to support sharing	← Most see faculty meeting time as only for administrative matters
Mrs. Jones seen as positive and approachable by teachers	← Most teachers expect others not to be open
Most teachers desire more openness	← It is assumed that interest is low in being helpful to each other
Many teachers have ideas they could share	← A very few feel time sharing ideas is less productive than time spent working independently
There is high interest in being more helpful to each other	← Few are seen as seeking help from others
	← There is some resistance to openly seeking improvement of procedures

HANDOUT 43

ASSESSMENT OF SUBSET VIII:
SPOTTING THE MAJOR RESULTS IN DATA

1. When you find major results in data collected on the basis of a force field analysis, you should: (check one)

_____ Revise the force field according to the results

_____ Make a new force field using only the results

_____ Leave the force field approach and turn to planning action

Answers:

1. When you find major results in data collected on the basis of a force field analysis, you should: (check one)

   (right) Revise the force field according to the results

   (wrong) Make a new force field using only the results
   (You should probably keep many of the forces about which you did not feel the need to gather data as well as make additions and modifications based on your findings.)

   (wrong) Leave the force field approach and turn to planning action
   (First, incorporate findings in improving your force field. When it is time to plan action, you will use your validated force field to help you plan.)

HANDOUT 44

AGENDA FOR SUBSET IX:
GATHERING DATA ON TEAM-BUILDING RELATIONSHIPS

Purposes:

To give participants an opportunity to practice helper-helpee skills in team-building relationships

To provide criteria for objective assessment of personal behavior in groups

Objectives:

Given a set of instructions, the participants will produce a force field analysis of a problem experienced personally during the workshop.

Given Handout 46: Guide for Group Member Ratings, Handout 47: Group Member Rating Scale, and a set of instructions, participants will rate self and others in their trios and discuss their ratings to identify individuals' ways of operationalizing these scales.

Steps:

1. Introduction to Subset IX agenda
2. Write a problem statement on workshop team-building processes
3. Discuss problem statements
4. Write a force field analysis of problem statement
5. Discuss force field analysis
6. Review "Guide for Group Member Ratings"
7. Rate self on "Group Member Rating Scale"
8. Discuss group member ratings
9. Assessment

HANDOUT 45

GUIDELINES FOR DISCUSSING TEAM-BUILDING FORCE FIELD ANALYSES

In your trios:

1. Help each other by suggesting possible additional forces.

2. Check the way you perceive each other by ranking and rating each other's force field.

3. Discuss similarities and differences in the kinds of forces you tend to see working on yourselves.

4. Keep in mind that in this subset the emphasis is on practicing getting information about yourself from yourself, as well as from others in your trio.

5. Resist being caught in the trap of defending whether or not the information you share is right or wrong. Instead, concentrate on what the others in the trio tell you about what they think is important and clear about your problem statement. You can then put this information with your own view of yourself and come to your own conclusions.

HANDOUT 46

GUIDE FOR GROUP MEMBER RATINGS*

Here is a list of categories of behaviors which are important for good group membership. As you read them, keep the following suggestions in mind:

A. How much do I do in each of these categories in this workshop?

B. What do I do that, for me, is a sign of my behavior in each category? (For example, eyes closed may be a sign of "trust," not boredom; asking probing questions may be a sign of "problem solving effectiveness," not hostility.) Note that much of what people actually do is a matter of personal style. The focus of this exercise is to identify the specific behaviors that are your style for each category.

1. Listening Skills: Works at understanding what others are saying. Asks others to repeat. Asks others to clarify. Tells others what he has heard. Seems to have understood correctly what others have said.

2. Saying Skills: Says things clearly, using words others can understand. Speaks in a way that is direct and to the point. Asks what others have heard and offers to clarify. Others seem to understand correctly what he has said.

3. Openness: Shares feelings and ideas spontaneously. Willing to discuss own strengths and weaknesses. Shows emotions clearly and appropriately (joy, boredom, anger, sorrow, etc.).

4. Trust: Willing to listen to and try out others' ideas. Seeks and accepts help from others. Shows that he expects others to be sincere and honest with him.

5. Feedback: Asks for others' impressions of him. Shares his views of others with them. Seems aware of whether or not others are ready to receive his views; presents views in a way that is helpful. Lets others know when they have been helpful to him.

*Adapted by permission from the Guide for Anchored Trainer Ratings, developed by Matthew B. Miles, Teachers College, Columbia University in connection with the Cooperative Project for Educational Development, 1967.

6. Awareness of Own Behavior: Shows he is aware of how others are reacting to his behavior. Shows he is aware of how he is reacting to the behavior of others. Shows he is considering the implications to himself. Uses this awareness in considering whether or not his own behavior is what he wants it to be.

7. Experimenting With Own Behavior: Shows flexibility in taking different roles in the group at different times (leader, clarifier, etc.) Shows increasing variety of ways to relate to specific members of the group. Shows he is thinking about the meaning to himself as he tries these different behaviors.

8. Contribution to Group's Awareness of Itself: Helps members to be aware of what is happening as a group. Raises questions about what the group is doing, feeling, heading toward. Offers own views on what the group is doing, feeling, etc.

9. Problem Solving Effectiveness: Helps the group to make realistic progress in problem solving efforts. Is effectively oriented toward work. Aids group productivity.

10. Helping Group Maintenance: Works well with own and others' feelings. Helps develop and maintain good relationships in the group.

11. Group Diagnostic Ability: Able to understand why things happened as they did in group. Can explain group difficulties as a basis for corrective or supportive action.

12. Overall Effectiveness as a Group Member: All things considered, makes effective contribution to own and others' learning and work.

Please keep this handout near for reference as you do the next step, "Group Member Rating Scale."

HANDOUT 47

GROUP MEMBER RATING SCALE

Instructions:

Rate yourself on the scale below, referring to Handout 46: Guide for Group Member Ratings, for definitions. The ratings are for how much you have shown your style of behaviors for each category while working in your trio during this workshop. You will be asked to share these ratings in your trios.

Rating Scale

1. Listening Skills: (little)_____(much)
   1 2 3 4 5 6 7 8 9
2. Saying Skills:
   _____
   1 2 3 4 5 6 7 8 9
3. Openness:
   _____
   1 2 3 4 5 6 7 8 9
4. Trust:
   _____
   1 2 3 4 5 6 7 8 9
5. Feedback:
   _____
   1 2 3 4 5 6 7 8 9
6. Awareness of Own Behavior:
   _____
   1 2 3 4 5 6 7 8 9
7. Experimenting With Own Behavior:
   _____
   1 2 3 4 5 6 7 8 9
8. Contribution to Group's Awareness of Itself:
   _____
   1 2 3 4 5 6 7 8 9
9. Problem Solving Effectiveness:
   _____
   1 2 3 4 5 6 7 8 9

10. Helping Group Maintenance:

1 2 3 4 5 6 7 8 9

11. Group Diagnostic Ability:

1 2 3 4 5 6 7 8 9

12. Overall Effectiveness as a Group Member:

1 2 3 4 5 6 7 8 9

HANDOUT 48

GUIDELINES FOR DISCUSSION IN A FISHBOWL
TRIO ROUND ROBIN

Procedures:

A. Sextets will use a "fishbowl" procedure for the discussion. Trio A will conduct a round robin discussion for about 30 minutes while Trio B observes. Trio B will take 15 minutes to report observations. Trios will then switch positions and repeat the procedure.

B. The round robin discussion will proceed as follows:

1. Each trio member will first rate the other two on item one.

2. Each person in the trio will then share his self-rating on item one, followed by a report of ratings by the other two members on item one. Note similarities and differences in the ratings. Discuss what specific behaviors you use that cause you to rate yourself as you did on the scale as well as behaviors you saw that caused you to rate the others where you did.

3. When each person has shared his ratings and received reactions from the others, proceed to the next item on the list. Repeat this process through the whole list. NOTE: You may prefer to take clusters of items on the list (e.g., numbers 1 and 2; numbers 3, 4 and 5; numbers 6, 7 and 10; numbers 8, 9 and 11; number 12). In any case, use the same procedure.

C. Members of the observing trio should decide which person in the other trio to observe so that each has one observer. Observe for behaviors that represent the categories on H46.

HANDOUT 49

ASSESSMENT OF SUBSET IX: GATHERING DATA ON TEAM-BUILDING RELATIONSHIPS

1. Rating yourself and others on nine-point scales for such categories of behavior as "listening skills" or "openness" is most valuable for: (check one)

_____ Determining who is best at each of these categories of behavior

_____ Clarifying that there is a specific set of behaviors that all should use for each of these categories

_____ Identifying to each other the specific behaviors each individual uses to represent each category in his personal style

Answers:

1. Rating yourself and others on nine-point scales for such categories of behavior as "listening skills" and "openness" is most valuable for: (check one)

(wrong) Determining who is best at each of these categories of behavior
(The issue is not who is "best." The issue is for each to become more clear about the behaviors he uses so that, within his personal style, he can work at improving with the help of his trio partners.)

(wrong) Clarifying that there is a specific set of behaviors that all should use for each of these categories
(There are many specific behaviors that can represent each category. There is not, however, a specific "set" that all should use. There will be individual differences according to style. What counts is to know that in one individual's "style," closed eyes usually means boredom while for another it usually means he is concentrating on hearing.)

(right) Identifying to each other the specific behaviors each individual uses to represent each category in his personal style

HANDOUT 50

AGENDA FOR SUBSET X: THE CONCEPT OF FEEDBACK

Purposes: To learn the concept and gain skills of giving and receiving feedback in the context of a teamwork relationship.

To increase skills of identifying interpersonal data affecting teamwork relations, asking for and sharing reactions appropriately.

Objective: Given a communication analysis matrix (Joe-Harry window), a worksheet for each individual to identify reactions about others in the trio and about self, and given observation guides specifying guidelines for giving and receiving feedback, participants will carry out a trio round robin feedback exercise and the functions of giver, receiver and observer.

Steps:

1. Introduction to Subset X agenda
2. Study concept of feedback
3. Give and receive feedback in trios
4. Review RUPS model
5. Assessment

HANDOUT 51

THE JOE-HARRY WINDOW AND THE CONCEPT OF FEEDBACK

As you develop a helping relationship with another person--a relationship where each of you helps the other to grow--there are some things you know about yourself and some you don't know and there are some things that others know about you and some they don't know. For you and any other specific person this can be represented by the following diagram known as the Joe-Harry Window.*

		Things about myself that I: Know	Don't Know
Things about myself that the other:	Knows	Common knowledge	My blind spots that even my best friends haven't told me about
	Does Not Know	My secrets and things I haven't had a chance to tell yet	My hidden potential of things I never dreamed I could do or be

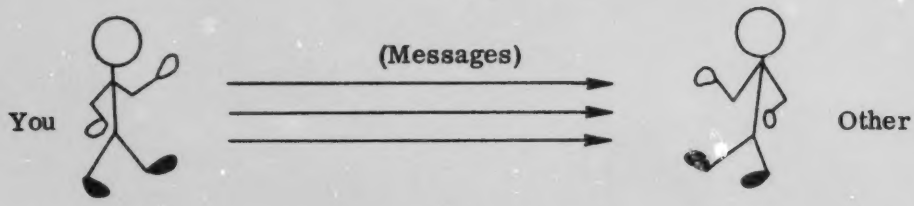
The "blind spots" and "secret" areas become smaller as more information about each other becomes common knowledge. It is not meant to be implied here that a person should be completely or indiscriminately open. There are many things that are not relevant to the helping relationship. As relevant things are shared and found to be helpful, trust develops, which allows exploration and discovery of new abilities in the area of hidden potential.

Giving and receiving feedback is one of the most important processes in developing effective teamwork relationships. Feedback, the sharing of your reactions to another's behaviors with that other person, is not simply being critical. Positive feedback is just as important as are reactions that seem negative. The intention is what counts if the feedback is to help develop a growth relationship. Feedback can clarify perceptions. It can help an individual see himself as others see him. It helps him know the particular ways that different individuals react to his behaviors. He can then better match his behaviors with his intentions. He can more accurately match his verbal and nonverbal behaviors.

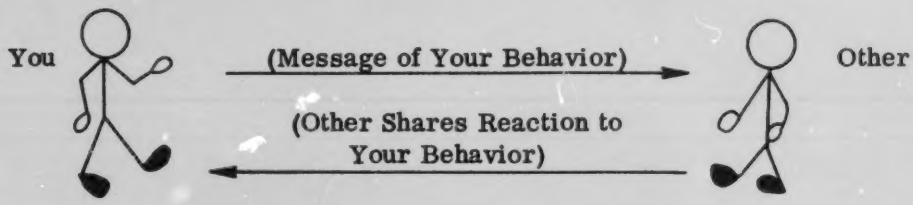
---

*Adapted from "The Johari Window" as developed by J. Luft and H. Ingham in Group Processes, by Joseph Luft. Palo Alto, California: The National Press, 1963, pp. 10-15.

Our behavior constantly sends messages to others.



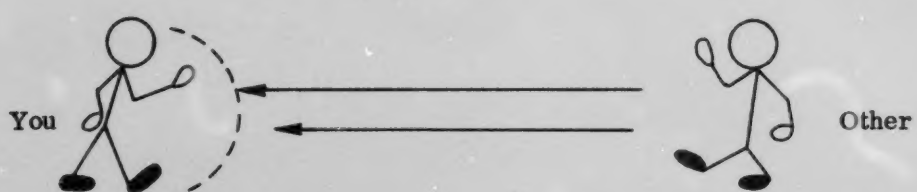
When the other shares his reaction to our behavicr that is called feedback.



There are barriers in the other which allow him to share some of his reactions, but cause him to hold back on others.

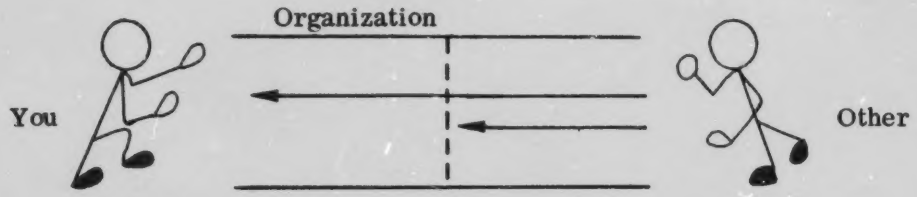
These barriers include such things as his values and ideologies, his assumptions about how you might react to his feedback, his openness, trust and willingness to take risks.

There are barriers in each of us which allow us to receive some of this feedback, but which screen some of it out.



These barriers include such things as your values and ideologies, the image you hold of yourself and the strength of your need to maintain it, your assumptions about his intentions in sharing, your openness, trust and willingness to take risks.

There may be barriers in the way your organizations operate that make it hard for some kinds of feedback to take place.



These barriers include such things as highly formal procedures, lack of time to build growth relationships, isolation of roles, building layout, or norms that don't support helpful kinds of sharing.

There also may be things in you, in the other and in the way your organization operates that facilitate constructive exchanges of feedback. A major helping factor can be awareness and use of the guidelines for giving and for receiving feedback. Note that these are only guidelines, not hard and fast rules. There are undoubtedly situations for each guideline that call for exceptions. The idea is to be aware of these guidelines and apply them unless you already believe an exception is called for.

Guidelines for GIVING Feedback

1.	Allows for receiver readiness	Has the receiver indicated he is ready to listen and accept the feedback as it is intended? There is little point to giving feedback that won't be heard or will be misunderstood.
2.	Is descriptive, not interpretive	Feedback is a description of your perceptions and reactions. Interpreting meanings of another's behavior is often a guessing game which the other resents. Let him share his own meanings if he's so inclined. If you want to check your perception of his meaning, be very clear that is what you are doing.
3.	Covers recent happenings	Generally, the closer the feedback is to the time the behavior occurred, the more helpful it is. When feedback is given immediately, everyone knows exactly what it refers to and feelings about the situation are most valid.

4.	Comes at appropriate times	Don't, for example, share negative reactions when there are others present who would not understand the constructive intent of your remarks.
5.	Includes things that are new	Consider whether the reactions you are sharing are new information to the other. If they are so obvious that he is already aware of them, they won't help much. Telling another what you saw him doing is often not news. Often, what is news is the sharing of how you reacted to what you saw.
6.	Is on changeable things	The value of feedback to the other is in being able to modify his behavior if he wants to. Reactions to things that can't be changed are not usually helpful.
7.	Does not demand a change	Feedback is sharing reactions. It's up to the receiver if he wishes to make a change in his behavior based on the feedback. If you want to ask the person to change, say so, but don't consider such a request as feedback.
8.	Is not an overload	If you give another too much feedback or too many things all at once it may be more than he can deal with. He may lose track of all you are saying.
9.	Is given to be helpful	Consider your own motivation in sharing the reactions. Are you really trying to help the other person gain a useful view of himself? If you are simply angry at the other and wish to express it, say so, but don't present such feelings as feedback.
10.	Shares something of the giver	Giving feedback can create a sense of imbalance in the relationship. It generally helps the receiver to feel more comfortable and be more active if the giver can share some of his own feelings and concerns as he gives his reactions to the other.
11.	Is specific, not general	Be specific by quoting and giving examples of what you are referring to.

Guidelines for RECEIVING Feedback

1.	Checks understanding	Use such behavior as paraphrasing to be sure you understand the meaning of the other's reactions. Watch out for becoming argumentative or taking a lot of time giving the rationale for your behavior, rather than working to understand the other's feedback to you.
2.	Asks for feedback about specific things	You can help the giver provide useful reactions by asking for feedback about specific things. This indicates your areas of readiness to receive feedback and helps him be specific rather than general.
3.	Shares reactions to feedback	Sharing your reactions to the feedback you have received can help the giver improve his skills at giving useful feedback. It also lets him know where he stands with you on a feeling basis so that the relationship can continue to grow. If he goes off uncertain about your reactions to his feedback, he may feel less inclined to risk sharing them with you in the future.

You have been practicing feedback through reporting of observations. (See Handout 9, Guide for Observing Helper Communication Skills; Handout 10, Guide for Observing Helpee Communication Skills; and Handout 11, Guide for Observing the Interaction of Communication Skills.) During your sharing of observations, you have been paraphrasing, describing what you saw and heard and attempting to build mutual understanding.

At this point you will add to these skills the sharing of your reactions to what you have seen and heard during your trio work. This is the interaction called "Giving and Receiving Feedback."

HANDOUT 52

PREPARATION FOR GIVING AND RECEIVING FEEDBACK

Write things you "know," but have not shared about yourself. Next, write things you "know," but have not shared about the others in your trio.

Receiving Feedback: Things about myself on which I would like to receive feedback

	I feel good about	I have some concern about, i.e., am in doubt, unclear or wonder about
Things I have done (description of behaviors)		
Reactions to myself (to behaviors described above)		

Giving Feedback: Things I have seen and reactions I have had but have not shared

First trio member's name _____

	I feel good about	I have some concern about, i.e., am in doubt, unclear or wonder about
Things I have seen (description of behaviors)		
Reactions I have had (to behaviors described above)		

Second trio member's name _____

	I feel good about	I have some concern about, i.e., am in doubt, unclear or wonder about
Things I have seen (description of behaviors)		
Reactions I have had (to behaviors described above)		

HANDOUT 53

GUIDELINES FOR GIVING AND RECEIVING FEEDBACK IN A TRIO ROUND ROBIN

1. In each of the three 20-minute segments:

   Within your trio, decide who should be the receiver, giver and observer for the first round.

   The receiver and giver exchange information from H52 for 15 minutes. The receiver begins the round by asking for feedback. During the 15-minute exchange, the giver and receiver should trade roles when appropriate.

   The observer uses H54 as a guideline for observing the 15-minute interaction between the giver and receiver. He will then have 5 minutes to share his reactions and discuss his observations with the others.

2. The entire three rounds last 60 minutes. In each 20-minute round a different person should be the observer while the others exchange the information they have written on H52.

HANDOUT 54

OBSERVATION GUIDE FOR GIVING AND RECEIVING FEEDBACK

Write key words to remind you of what you hear and see while two trio members give and receive feedback. Try to see and hear as much as you can. Your job as observer is to be as much as possible like a candid camera.

In reporting your observations, use descriptive language; recall and report what you actually heard or saw. The form on the next page is to help record your observations. Put the names of the two people you are observing at the top of the page where indicated. The column under each name gives space to note the things each person says and does in relation to any of the guidelines listed on the left when he is giving and receiving feedback.

OBSERVATION RECORD

Guidelines	Name _____ When giving and receiving	Name _____ When giving and receiving
1. Allows for receiver readiness		
2. Is descriptive not interpretive		
3. Covers recent happenings		
4. Comes at appropriate times		
5. Includes things that are new		
6. Is on changeable things		
7. Does not demand a change		
8. Is not an overload		
9. Is given to be helpful		

Guidelines	Name _____ When giving and receiving	Name _____ When giving and receiving
10. Shares something of the giver		
11. Is specific not general		
12. Checks understanding		
13. Asks for specific feedback		
14. Shares reactions to feedback		

HANDOUT 55

ASSESSMENT OF SUBSET X: THE CONCEPT OF FEEDBACK

1. Feedback in interpersonal communications is defined as occurring when one person: (check one)

_____ Describes the behavior of another

_____ Interprets the meaning of the other's behavior to him

_____ Shares his reaction to the behavior of another

2. Ten guidelines are suggested for giving feedback. Three of these guidelines are included among the following list. Check the three which are correct guidelines:

_____ Allows for the readiness of the other to receive

_____ Describes giver's feelings about the other

_____ Seeks change in the other

_____ Is about things that can be changed

_____ Summarizes past behavior

_____ Is given at an appropriate time

_____ Demands a response

_____ Doesn't concern the giver

3. Three guidelines are suggested for receiving feedback. One of these is included in the following list: (check one)

_____ Check the understanding of the giver

_____ Share your reaction to the feedback

_____ Tell the giver what you intend to do about what he has told you

Answers:

1. Feedback in interpersonal communications is defined as occurring when one person: (check one)

   (wrong) Describes the behavior of another

   (wrong) Interprets the meaning of the other's behavior to him

   (right) Shares his reaction to the behavior of another

2. Ten guidelines are suggested for giving feedback. Three of these guidelines are included among the following list. Check the three which are correct guidelines:

   (right) Allows for the readiness of the other to receive

   (wrong) Describes giver's feelings about the other

   (wrong) Seeks change in the other

   (right) Is about things that can be changed

   (wrong) Summarizes past behavior

   (right) Is given at an appropriate time

   (wrong) Demands a response

   (wrong) Doesn't concern the giver

3. Three guidelines are suggested for receiving feedback. One of these is included in the following list: (check one)

   (wrong) Check the understanding of the giver

   (right) Share your reaction to the feedback

   (wrong) Tell the giver what you intend to do about what he has told you

If you missed any of the above, a review of Handout 51 should be informative.

HANDOUT 56

AGENDA FOR SUBSET XI: DERIVING IMPLICATIONS AND ACTION ALTERNATIVES FROM RESEARCH FINDINGS

Purpose: To gain skills in deriving implications from research findings, brainstorming and analyzing action alternatives.

Objectives: Given definitions for deriving implications from research findings, brainstorming and analyzing action alternatives, participants will correctly derive a list of possible implications from the findings of Mrs. Jones' data and will brainstorm a list of related action alternatives.

Steps:

1. Introduce Subset XI agenda
2. Review major results of Mrs. Jones' data
3. Derive implications and action alternatives
4. Fishbowl trio on deriving implications
5. Sextet discussion of implications
6. Brainstorming action alternatives
7. Review RUPS model
8. Analyze action alternatives
9. Assessment

HANDOUT 57

DERIVING IMPLICATIONS AND ACTION ALTERNATIVES

Research findings seldom have direct application to action. Two steps are generally needed in order to develop action guidelines from a research finding. First, one must decide what he believes to be the implications of that finding for his particular action situation. These implications have a "what" quality. They are not "what ought to be done" but rather "what the objectives should be" given the things that have been learned from the research. Usually, several different kinds of implications can be derived from any one research finding. The appropriateness of each implication usually is determined in relation to other facts about the situation and the kinds of attitudes, values and ideologies which exist. The "what" relates to goals to be achieved.

The second step toward coming up with action guidelines is to consider action alternatives for achieving the objectives you select from among possible implications. This consideration of action alternatives has a "how" quality. Given a clear objective, how can it be achieved? Again, there usually are several different ways that an objective might be achieved. In this second step, one tries to think up as many different "how we might achieve it" ideas as possible before selecting those that seem best for an action trial. The "how" implications relate to methods and processes to be employed.

Below is an illustration of a generalized finding from research. It is followed by two possible implications derived from this finding. Listed next are three possible action alternatives for each.

Finding:

> Delinquent teenage boys tend to choose young adults who are negatively oriented as role models as compared to matched, nondelinquent teenage boys who choose their fathers or persons such as teachers or coaches.

IMPLICATIONS:

WHAT THE OBJECTIVE SHOULD BE

Possible Implication No. 1

Delinquent teenage boys should be kept away from negatively oriented young adults so they won't be adversely influenced by them.

Possible Implication No. 2

Negatively oriented young adults should be involved as helpers to delinquent teenage boys in thinking through the implications of their behavior, goals and the means of their goals.

"HOW TO ACHIEVE IT" ALTERNATIVES

Action Alternatives for Implication No. 1

1. Set up a series of lectures for teenage delinquent boys about the pitfalls of evil companions.
2. Pass a law against teenagers with delinquent records associating with young adults with delinquent records.
3. Conduct a campaign of excluding negatively oriented adults from all organized teenage functions.

Action Alternatives for Implication No. 2

1. Start a training program for young adults who wish to be helpers to delinquent teenage boys and enlist a 50-50 ratio of negatively and positively oriented young adults.
2. Start a program of training older, professional youth workers as part of a team with young adults in operating programs which seek to include delinquent teenage boys.
3. Start a program of training delinquent teenage boys to be helpers in operating activity clubs for younger boys.

HANDOUT 58

WORK SHEET FOR DERIVING IMPLICATIONS AND ACTION ALTERNATIVES

An implication is derived after looking at the major results gleaned from the data collected. From these results, a "what" implication can be developed. That is, "what the objective(s) should be--what goal we desire to achieve."

The action alternatives are developed later.

A fine line is always present between the implication and the action alternative. It is necessary to be sure the two do not get confused. Make sure when looking at the WHAT (implication) that discussion does not shift to the HOW (action alternative).

	"What" Implication	"How" Alternative
Major Result Data	What the objective should be What goal we wish to achieve	How we might achieve it Action Alternatives Action Steps

HANDOUT 59

GUIDELINES FOR A FISHBOWL TRIO EXERCISE

1. Trio A works and Trio B observes for 10 minutes. Trio B shares observations for 5 minutes.

   Trio A works in the center ring at deriving "what" implications from H41. Trio A uses H58 as a work sheet and applies criteria in H57 in deriving implications.

   Trio B observes procedure of Trio A and uses H57 and H58 as guidelines for observing Trio A application of criteria for deriving implications. Trio B keeps notes and prepares to report.

   When time is called, Trio B shares observations with Trio A.

2. Trio B works and Trio A observes for 10 minutes. Trio A shares observations for 5 minutes.

   Repeat the same procedure as above.

HANDOUT 61

GUIDELINES FOR CONDUCTING A BRAINSTORMING SESSION ON ACTION ALTERNATIVES

Ground rules for brainstorming:

1. Set a time limit (10 minutes)
2. Produce ideas at a rapid-fire pace
3. No discussion or evaluation is permitted
4. The emphasis is on quantity, not quality
5. Suspend judgment for 10 minutes
6. Encourage the practice of hitchhiking on others' ideas
7. Have a scribe write all action alternatives and ideas

Procedure:

1. In sextet conduct a warm-up exercise for 3 minutes. Brainstorm: "How many things can you do with a brick?"
2. In the sextet, take 10 minutes to brainstorm as many action alternatives as you can on one or all of the "what" implications derived by Mrs. Jones. (See Handout 60.) Ask two persons in each sextet to use newsprint and write the action alternatives. Each person writes on a different sheet of newsprint, alternating in order to capture all ideas produced at a rapid pace.
3. Take 10 minutes to review sextets' results and to move around room to look at results from other sextets.

HANDOUT 62

THE ALTERNATIVES IN MRS. JONES' ACTION PLAN

Mrs. Jones did considerably more work than the handout materials show at this stage in her RUPS project. She developed a long list of action alternatives from her list of implications. She gave special attention to possible actions that could reinforce each other and/or serve several needs at once. She created new force field diagrams for several of her major goals. She rated forces for ease or difficulty of change. She also looked for forces that showed up in more than one force field.

The analysis that Mrs. Jones did earlier in her RUPS project was diagnostic. It was to help spot where she needed more data. This later analysis of forces in several force fields, with ratings of how easy or difficult it might be to change forces, was to plan an action strategy. In a real RUPS improvement project, you will know of many factors beyond those included in this practice simulation of "helping Mrs. Jones." The thing to be aware of is that there are two kinds of analysis you can do with a force field. One is a diagnostic analysis to consider what is known and what needs to be checked into further. The second is a strategy analysis to plan which forces you will try to change and the actions you will take to change them.

A great deal more can be learned about planning action than is included in these RUPS materials. Once you have perfected your skills in using the RUPS processes, it is recommended that you consider going on to master the skills of System Technology as applied to managing learning environments. A package of materials to support this training has been jointly developed by the Northwest Regional Educational Laboratory and R.E. Corrigan Associates. It is entitled, "System Approach For Education (SAFE) for Classroom Managers."

On the basis of her strategy analysis and her own feelings of comfort related to each of the action possibilities, Mrs. Jones selected a few of them to try out. Her action plan included the following:

1. Mrs. Jones started a practice of interviewing her teachers and reporting one classroom innovation each week in a one-page bulletin. After carrying this effort herself for several weeks, she found the faculty willing to take it over on a committee basis.

2. Part of each faculty meeting was scheduled for sharing and exploration of classroom practices. Some sessions focused on the skills of interviewing each other and of documenting one's own innovations.

HANDOUT 63

ASSESSMENT OF SUBSET XI: DERIVING IMPLICATIONS AND ACTION ALTERNATIVES FROM RESEARCH FINDINGS

1. Implications from research findings are: (check one)

_____ What ought to be done, given the data

_____ What the objectives should be, given the data

_____ Statements of specific results from the data

2. Action alternatives give you: (check one)

_____ A set of ideas about what needs to be done

_____ Many different ideas of how to achieve objectives

_____ An analysis of the action strategy needed

Answers:

1. Implications from research findings are:

   (wrong) What ought to be done, given the data
   (Implications from findings are goals about which you next consider what ought to be done.)

   (right) What the objectives should be, given the data

   (wrong) Statements of specific results from the data
   (Statements of specific results from data are research findings! Implications are the goals or objectives derived from these.)

2. Action alternatives give you:

   (wrong) A set of ideas about what needs to be done
   (Action alternatives are statements of how to achieve objectives.)

   (right) Many different ideas of how to achieve objectives

   (wrong) An analysis of the action strategy needed
   (A strategy analysis to plan action considers action alternatives as well as other factors.)

HANDOUT 64

AGENDA FOR SUBSET XII: PLANNING FOR ACTION

Purpose: To gain skills in considering planning resources when deciding on a strategy for implementing action alternatives.

Objectives: After receiving papers on "Five Resources in Planning and Taking Action" and "Organizational and Community Conditions Which Influence the Learning Experiences of Children," work sheets and directions for trio work, participants will identify and write questions for getting information in two categories (supportive resources and management considerations). They will then perform a force field analysis on the first action step in Mrs. Jones' action plan.

Steps:

1. Introduce Subset XII agenda
2. Five resources in planning and taking action
3. Consideration of organizational and community conditions
4. Trio exercise in discovering supportive resources
5. Mrs. Jones' notes from interviews with principal and several teachers
6. Trio survey of management considerations
7. Force field analysis of first action step
8. Trio discussion of force field analysis
9. Assessment

HANDOUT 65

FIVE RESOURCES IN PLANNING AND TAKING ACTION

1. Force Field Analysis

Two kinds of analyses can be done on a force field--the diagnostic analysis and the strategy analysis. During the diagnostic phase of problem solving, forces can be ranked for importance and rated for clarity. The force field is then analyzed to consider the need for collecting data to further clarify the problem situation. During the later phase of planning for action, the forces can be rated for changeability. That is, how easy or difficult would it be to change each force? Force fields may be written for each of the forces concerning their changeability. These are analyzed to plan a strategy of action. One generally aims to change those forces that appear both high in importance and most changeable.

The following factors are considered in using the force field to plan a strategy of action. There are four ways to cause the situation to change from what it is now.

Add a force

Eliminate a force

Strengthen a force

Weaken a force

Usually we try to bring about change by adding forces. The result is that we don't get closer to the goal, but only wind up with greater forces on both sides and more tension in the situation. If is often helpful to take an approach of seeking to reduce some of the restraining forces, the

forces pushing against movement toward the goal. Sometimes it even helps to start by reducing a force pushing toward the goal to reduce tension in the situation. The force field diagram can help you select the forces that might best be used to bring about a constructive change.

2. Management Considerations

It will be very important to work through the following management considerations carefully as you carry out your action plan for improvement. It is not intended that these questions imply a general right or wrong way of doing things. Every situation is unique. It is suggested that, in any given situation, the way you work out the answers to these questions of management will strongly influence how your action effort turns out and the kinds of side effects it may have! The overall question that applies to each of the following is: What is the most constructive way to do it this time?

Questions

A. Is there an awareness among those who will be affected by the proposed change of a need for change?

B. What are your own motives; why do you you desire to see this change come about?

C. What are the motives, present or potential, among those who will be affected for desiring to see this change come about?

D. What is the nature of your relationship with those who will be affected by this change? (For example, are you the "helper" and they the "helpees"? Is it the other way around? Are you seen as an authority figure and/or an expert? Did you mutually establish the relationship or is it simply one set up by your roles as with a teacher-pupil, etc. ?)

E. Are those who will be affected by the change working with you on clarifying what the nature of the situation is?

F. Are those who will be affected by the change involved in considering alternative ways for bringing it about?

G. If you and the others have arrived at a point of having some clear intentions for change, what has to happen to move from the stage of having good intentions to the stage of making actual change efforts?

H. Are those who will be affected by the change the ones carrying out the plan to bring about the change?

I. How will you know if the change has really happened, and if so, why it happened, or why it didn't happen?

J. If the change has happened, what support will be necessary in order for it to continue in the new way?

K. Are those who were involved in this effort now more able to carry out other change efforts in the future?

3. Helping Relationships

Research indicates most of us benefit from having support from others when we try to do something new or different. In fact, many action efforts never really get started because of lack of active support. In undertaking an improvement effort, whom can you turn to for encouragement, for fresh ideas and ways of looking at the situation, to argue with you to help bring out the things you haven't thought of, etc.? Whom can you seek out to build these kinds of helping relationships for yourself?

4. Scientific Knowledge

Implications for action can be derived from research findings. First, one must retrieve research that fits a particular action question. Research is available not only on classroom conditions which influence children, but also on organizational and community conditions which affect the learning experience of children by influencing the teacher and the ways things happen in a school system.

5. Self-Initiation Skills

The most important resource may well be your own willingness to take initiative. The whole process of problem solving/action taking involves many steps. There are many points along the way where you might get bogged down. It often can be helpful to ask yourself, "Where am I in the process right now and what are the next steps I need to take?" Sometimes it is hard to stir up your initiative to really take a next step. When you get bogged down this way, it can help to take a few minutes to work out a force field on yourself. What are the forces for and against your getting active in moving on to the next step? Once you've spotted these forces, you can work out a plan to support your own initiative.

If time permits, trios can think of and consider the first step which Mrs. Jones might take in starting her action program. Refer to Handout 62, "Alternatives in Mrs. Jones' Action Plan." You are not to decide on one action step, but only to think of possibilities and discuss them.

HANDOUT 66

ORGANIZATIONAL AND COMMUNITY CONDITIONS WHICH INFLUENCE THE LEARNING EXPERIENCES OF CHILDREN

Those Who Influence the Direct Workers

What actions of the principal facilitate or inhibit innovativeness of teachers? Chesler and Barakat reported:

> ... teachers who see their principal as exerting substantial upwards influence with the superintendent and minimal downwards influence on the local staff are most likely to innovate. Some guarantee of professional autonomy in the form of mediation of external pressures and freedom from internal pressures may be at work here.
>
> Principal-staff congruence on professional matters seems to be relevant for staff innovation and sharing ....
>
> ... the principal may be more facilitative of professional growth by his indirect efforts at encouraging a supportive peer network than by direct efforts at stimulating teacher change.[1]

How does the position of the teacher in the informal pattern of faculty relationships influence innovativeness in her classroom? Chesler and Barakat also reported:

> ... teachers who [perceived] themselves in the center of staff clusters appear to innovate and share more often than others, while teachers who place themselves on the periphery of such clusters are least likely to innovate and share practices.[2]

Those Who Influence the School System as an Organization

In surveying a number of case studies of change in education, Mackenzie[3] noted influence sometimes comes from superintendents, boards of education,

citizens, state legislatures, state departments of education and state and federal courts.

How much influence in the organizational structure should the teacher have on the curriculum in order to share innovations? Lippitt and colleagues reported:

> ... if teachers believe that they have influence, they are likely to feel it is worthwhile sharing information with their colleagues. However, if they do not believe they have influence, or if they are alienated from the social system of the school, then they are likely to feel there is really no point in sharing because no one will listen. This observation is supported by data that reveal that teachers who are seen by their colleagues as influential, competent and enthusiastic about teaching innovate and share more than teachers who are not perceived in this way.
>
> The objective structure of the school seems to have a different effect on adoption than on innovation. In those schools where the communication structure was more hierarchial (sic), teachers adopted more often than in schools with a diffuse structure.

On the other hand:

> In those schools where the communication structure was more spread or diffuse, and where almost everyone was linked to someone, teachers innovated and shared more than in schools with hierarchial (sic) or nondiffused structure.[4]

Are pupils' perceptions of parental attitudes toward school important? Fox, Lippitt and Schmuck found:

> Indices for parental support of school, self-esteem, and attitudes toward school show that pupils who view their parents as supporting school have higher self-esteem and more positive attitudes toward school than pupils who view less parental support of school.[5]

Do all the various important reference persons in a child's life have influence on his school behavior? Jung reported the perceived "messages" from others about how to behave at school combine to relate significantly to observations of the socioemotionally handicapped child's positiveness in relating with teachers and peers in the classroom.[6]

Are there different reference groups within a community which influence the socialization of youth? In 1962, Logan conducted a study in a middle-sized city in which key influencers of youth programs were identified and interviewed. He reported:

> ... agreements of division of labor, perceptions of goal similarity, and reports of communication patterns indicate a meaningful structuring of the youth development community into four subparts. These include organizations and individuals whose youth development tasks are:
>
> 1. Therapeutic Services, Law Enforcement and Social Control
> 2. Formal Education
> 3. Economic Integration
> 4. Religious Development, Recreation, Leisure Time Activities[7]

Logan found: "Beliefs about best ways of working with children and youth differ according to which youth development area one belongs to." He found further:

> Some youth behaviors are positively valued and viewed as worthy of support; others are disliked and ones we would like to change. There is a fair amount of agreement in the youth development community that work achievement behavior (ambitious, good workers, striving to do better) and social relations behavior (being cooperative, getting along well with others, respecting others) are the most desired behaviors. There is stronger agreement that the most disliked behavior, or behavior that most needs changing is social relationships behavior (disrespect for

> others, disrespect for authority, misbehaving legally, being poor citizens). The different subparts have different views about this. There is a general agreement in the community that the family is a primary source of the development of positive youth behavior. There is much stronger agreement that the family is the source of negative youth development. [8]

How adequate is the training generally available to those who work with youth? Morse, Dunn and Bloom[9] found that teachers' responses concerning their orientations toward working with youth were not significantly related to reports of their pupils, or reports of trained observers, as to how they actually were working with youth. Jung[10] found no significant relationship between teachers' awareness of "good classroom group dynamics" principles and the extent to which they practiced these principles in their classrooms. Knowing and believing is not the same as doing!

REFERENCES

[1]Chesler, Mark and Halim Barakat. "The Innovation and Sharing of Teaching Practices." Final Report. Ann Arbor, Michigan: Institute for Social Research, University of Michigan, 1967, pp. 215-216. (ERIC No. 014-816)

[2]Ibid., p. 123.

[3]Mackenzie, Gordon. "Curricular Change: Participants, Power, and Process." Innovation in Education. Edited by Matthew Miles. New York: Buereau of Publications, Teachers College, Columbia University, 1964, p. 409.

[4]Lippitt, Ronald and Colleagues. "The Teacher as Innovator, Seeker, and Sharer of New Practices." Perspectives on Educational Change. Edited by Richard I. Miller. New York: Appleton-Century-Crofts, 1967. Chapter 13, pp. 318-320.

[5]Fox, Robert, Ronald Lippitt and Richard Schmuck. Pupil-Teacher Adjustment and Mutual Adaptation in Creating Classroom Learning Environment. Ann Arbor, Michigan: Institute for Social Research, University of Michigan, 1964, p. 140.

[6]Jung, Charles C. Flint Schools Experimental Program for the Emotionally Handicapped: Final Report. Ann Arbor, Michigan: Institute for Social Research, University of Michigan, 1964, p. 19.

[7]Logan, Jack, et al. Flint Community Leaders Seminar Reports. Ann Arbor, Michigan: Institute for Social Research, University of Michigan, 1962, p. 4.

[8]Ibid., pp. 40-49.

[9]Morse, William, Richard Bloom and James Dunn. School Classroom Behavior. Ann Arbor, Michigan: School of Education, University of Michigan, 1961, pp. 52-53.

[10]Jung, Charles C. Unpublished Report to the Greater Kansas City Mental Health Foundation. Winter 1961.

HANDOUT 67

TRIO EXERCISE ON DISCOVERING SUPPORTIVE RESOURCES

As her first action step, Mrs. Jones decided to investigate the supportive resources she could count on at school in order to supplement her force field analysis of her first action step.

Construct a questionnaire to use in interviewing several teachers:

1. To ascertain the kind of support in the school Mrs. Jones can expect

2. To identify persons with whom helping relationships can be explored and built for trying out new ideas

Refer to Handouts 65 and 66 for ideas.

HANDOUT 69

TRIO SURVEY OF MANAGEMENT CONSIDERATIONS

Taking into consideration all information on Handouts 65, 66, 67 and 68, and the alternatives in Mrs. Jones' action plan from Handout 62, work as a trio to produce appropriate responses to each one of the management consideration questions listed below from Handout 65.

	Answer How Things Seem to Be Now	Answer How You Think Things Should Be
1. Is there awareness among those who will be affected by the proposed change of a need for change?		
2. What are your (Mrs. Jones) own motives for desiring the change?		
3. What are the motives of those who will be affected?		
4. What is the nature of your (Mrs. Jones) relationship with those who will be affected?		
5. Are those who will be affected working on clarifying the situation?		
6. Are those affected involved in considering how to bring about change?		
7. What has to happen to move from intentions to making actual change efforts?		
8. Are those affected the ones carrying out the plan?		

	Answer How Things Seem to Be Now	Answer How You Think Things Should Be
9. How will you (Mrs. Jones) know if the change has really happened?		
10. If change happens, what support will be necessary to continue in the new way?		
11. Are those involved in the effort more able to carry out other change efforts in the future?		

HANDOUT 70

WORK SHEET FOR FORCE FIELD ANALYSIS OF FIRST ACTION STEP IN MRS. JONES' ACTION PLAN

1. Mrs. Jones started a practice of interviewing her teachers and reporting one classroom innovation each week in a one-page bulletin. After carrying this effort herself for several weeks, she found the faculty willing to take it over on a committee basis.

Step 1: Do a force field

Step 2: Rate the changeability of each force as "hard," "medium" or "easy" to change

Goal: Involve the faculty in establishing a committee for sharing classroom innovations

Forces For →	← Forces Against

HANDOUT 71

ASSESSMENT OF SUBSET XII: PLANNING FOR ACTION

1. When doing a strategy analysis on a force field to plan action, you: (check one)

   _____ Rank order the importance of the forces

   _____ Rate each force for clarity

   _____ Rate each force for changeability

2. In any future RUPS improvement project you undertake, the correct answers to the following management questions will be:

   a. Are those who will be affected by the change working with you on clarifying the nature of the situation?

      Yes _____ No _____ Maybe _____

   b. Are those who will be affected by the change involved in considering alternative ways for bringing it about?

      Yes _____ No _____ Maybe _____

   c. Are those who will be affected by the change the ones carrying out the plan to bring about the change?

      Yes _____ No _____ Maybe _____

Answers:

1. When doing a strategy analysis on a force field to plan action, you

   (wrong) Rank order the importance of the forces
   (This is part of diagnostic analysis)

   (wrong) Rate each force for clarity
   (This is part of diagnostic analysis)

   (right) Rate each force for changeability

2. In any future RUPS improvement project you undertake, the correct answers to the following management questions will be:

   a. Are those who will be affected by the change working with you on clarifying the nature of the situation?

      Yes (wrong) No (wrong) Maybe (right)

   b. Are those who will be affected by the change involved in considering alternative ways for bringing it about?

      Yes (wrong) No (wrong) Maybe (right)

   c. Are those who will be affected by the change the ones carrying out the plan to bring about the change?

      Yes (wrong) No (wrong) Maybe (right)

(Every situation will be unique. In an actual project, the answers to these questions sometimes may be yes and at other times, no. When answering the above questions about any future project, the correct answer has to be maybe.)

HANDOUT 72

AGENDA FOR SUBSET XIII: SMALL GROUP DYNAMICS

Purposes: To become familiar with additional data-gathering tools.

To apply knowledge and skills acquired to a small group planning task and objectively analyze the small group's dynamics.

To produce a plan for use when explaining the RUPS process in own school.

Objectives: Given a set of procedures, participants will scan and share ideas found in the remaining chapters of

Given an assignment, the sextets will produce a plan to explain the research utilizing problem solving process to a specific back home group.

Given a planning meeting and Handout 75, "Five Dimensions of Group Growth," participants will rate their small group dynamics and analyze and interpret their ratings.

Steps:

1. Introduce Subset XIII agenda
2. Review RUPS model
3. Read remaining chapters in Diagnosing Professional Climates of Schools
4. Plan a session to explain the RUPS process
5. Read "Five Dimensions of Group Growth"
6. Evaluate the planning session
7. Composite rating of group
8. Discussion of what happened during the group planning session
9. Assessment

HANDOUT 73

INSTRUCTIONS FOR READING IN DIAGNOSING PROFESSIONAL CLIMATES OF SCHOOLS

Task: Rapid scanning of remaining chapter in sextets.

Procedure:

1. Each person in the sextet scans the remaining chapter in the book. Read it in a rapid, skimming manner. Note any major tools for evaluation to share during the sextet discussion.

2. In the sextet, share and discuss major data-gathering tools in the seven chapters. Focus on helping each other identify and clarify the major evaluating tools. Pay particular attention to the fact that evaluation is viewed as an ongoing process, closely related to other planning and action taking processes.

HANDOUT 74

PLANNING ASSIGNMENT

Task: To design a one-hour session that any of you could conduct for a faculty of thirty to give them an understanding of the RUPS process.

OUR PLAN FOR A ONE-HOUR SESSION

HANDOUT 75

FIVE DIMENSIONS OF GROUP GROWTH

There are five dimensions along which groups typically develop and grow. They have to do with clarity about membership, influence, feelings, individual differences and productivity. People in new groups tend to concern themselves with these dimensions in the order just given.

Membership

When you become part of a new group, the first thing you're apt to care about is what it will mean to be a member. How will others expect you to act? When should you speak and how do you go about it? If you say something as a joke, will others laugh or will they think you were being serious? Is it all right to come late, to leave early, to smoke, to dress informally? Will members in this group hold your same values and attitudes? Will membership in this group facilitate or conflict with other roles you have in life? Will membership in this group be stimulating, boring, exciting, threatening, rewarding, inconsequential?

Influence

As the meaning of membership becomes clearer, attention generally turns to questions of influence. Who is the leader of this group? Is there a chairman? Will the "real leader" please stand up? How do decisions get made? In what ways do people try to influence each other? Are individuals open to letting others influence them? What opportunities are there for you to influence or fulfill leadership functions? Are there individuals in the group who care more about the power of being leaders than they do about the goals and issues of the group?

Feelings

As norms of membership and influence become clear, the expression of feelings becomes increasingly important. When others like an idea or action, do they say so? When there is boredom, frustration or anger, is this shared openly so that it can be worked out constructively? Can you express your feelings freely as they occur so you don't have to contain them and let them build up to a point where they burst through inappropriately? Do people wait until they "get out the door" to tell one or two colleagues how they "really felt about the meeting"? Is the expression of negative feelings seen as honest feedback that can help, rather than as a destructive attack? Again, is expression of positive feelings seen as honest feedback, rather than simply trying to influence or "gild the lily"?

Individual Differences

Each member of a group represents certain unique experiences, knowledge and skills. Few groups seem to reach a point where they take maximum advantage of these individual differences. It's rather common for members of a group to reach a level of sharing feelings where each sees the others as likable because they are pretty much the same as he is. This is sometimes referred to as the "honeymoon stage." If enough trust develops, the members may begin to be able to both recognize and value the individual differences that each possesses. A new set of questions then takes on meaning. Do the members take the time and effort to learn about the experiences, attitudes, knowledge, values, skills and ideologies of each other? Does each work at sharing his own ideas in order to get others' reactions and different ways of looking at issues?

Do they let each other know they appreciate these differences even when they don't necessarily agree with them?

Productivity

Most groups exist for a purpose that involves some kind of product. It might simply be to have fun together. It might be to build better mouse traps or to improve the learning experiences of children. The product of many groups tends toward a "lowest common denominator" of that potential which the individuals in the group are capable. Depending upon how norms of membership, influence, feelings and individual differences get worked out, a group can reach a level of creative productivity. Ideas of different individuals can be combined into better new ideas which no one person alone would have thought of. These questions become important. How much energy goes into arguing about which ideas are "better" or "right" as compared to energy spent on developing new ideas from combining old ones? Is effort spent on diagnosing situations to bring out underlying issues? When problems are raised, is there a value for working them through thoroughly as opposed to moving quickly toward action? Do members take the time to seek your reactions and ideas? Do the norms of the group's organization support time and ways for you to give your reactions and ideas?

Results

There are two kinds of results from the ways a new group works out these five dimensions of its growth. One concerns task accomplishment. Tasks may be accomplished efficiently or inefficiently, thoroughly or only partially, with high quality or in a shoddy manner. The other kind of result has to do

with maintenance of the group. There may be high esprit de corps where individuals are pleased and excited to be members. Or, there may be confusion and frustration where individuals readily leave the group.

HANDOUT 76

RATING OF GROUP PLANNING MEETING

Instructions: Circle the number on each scale which comes closest to being your assessment of the planning meeting just completed.

1. How clear were you about your membership role in the sextet?

/ 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 / 10 / 11 / 12 /

Completely confused	Clear on some things, confused about others	Completely clear

2. How completely did you share your ideas in the meeting?

/ 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 / 10 / 11 / 12 /

I did not share any of my ideas	I shared about half of my ideas	I completely shared every idea that occurred to me

3. To what extent were your efforts to influence the meeting successful?

/ 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 / 10 / 11 / 12 /

Nothing I did had any influence on the group	About half of my attempts influenced the group	I strongly influenced the group every time I tried

4. How clearly did you communicate your positive and negative feelings when you were aware of them?

/ 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 / 10 / 11 / 12 /

Not at all -- no one knows how I was feeling	I communicated to them clearly half of the time	Completely clear to everyone

5. How clear were you about how others were feeling in the sextet?

/ 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 / 10 / 11 / 12 /

I had no idea about how anyone felt

I was clear about half of the group

I knew exactly how everyone felt

6. To what extent did the team benefit from the unique contribution of each person in it? (By virtue of his role in the system, training, experience, etc.)

/ 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 / 10 / 11 / 12 /

Not at all--no real benefit from anyone

About 50-50

Completely--benefited from everyone in the group as much as possible

7. To what extent did the team work at discovering how your unique background and role could contribute to what was going on?

/ 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 / 10 / 11 / 12 /

They didn't find out anything about me that would have helped

They got about half of the contribution I could have made

They found out everything about me that could be of any help

8. How productive was the work of the sextet?

/ 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 / 10 / 11 / 12 /

Completely unproductive--nothing worthwhile

About half as productive as we could have been

Very productive--as much as possibly could have been done

9. How creative was the plan produced? (For example, actively testing and building on each other's ideas.)

/ 1 / 2 / 3 / 4 / 5 / 6 / 7 / 8 / 9 / 10 / 11 / 12 /

Not creative at all--the plan came out of the lowest common denominator of ideas from the group

About 50-50

Extremely creative plan--is better than anyone could have come up with alone

242

HANDOUT 77

COMPOSITE RATING OF GROUP PLANNING MEETING

Instructions:

1. Record the ratings on this chart as each individual reports his ratings for each item.

2. Circle the point on each scale where the largest number of ratings occur. For example, if two consecutive numbers each have three ratings, circle both numbers.

3. Connect the circles with a line, producing a profile of your group work during the planning session.

1. / / / / / / / / / / / / /
   1 2 3 4 5 6 7 8 9 10 11 12

2. / / / / / / / / / / / / /
   1 2 3 4 5 6 7 8 9 10 11 12

3. / / / / / / / / / / / / /
   1 2 3 4 5 6 7 8 9 10 11 12

4. / / / / / / / / / / / / /
   1 2 3 4 5 6 7 8 9 10 11 12

5. / / / / / / / / / / / / /
   1 2 3 4 5 6 7 8 9 10 11 12

6. / / / / / / / / / / / / /
   1 2 3 4 5 6 7 8 9 10 11 12

7. / / / / / / / / / / / / /
   1 2 3 4 5 6 7 8 9 10 11 12

8. / / / / / / / / / / / / /
   1 2 3 4 5 6 7 8 9 10 11 12

9. / / / / / / / / / / / / /
   1 2 3 4 5 6 7 8 9 10 11 12

HANDOUT 78

ASSESSMENT OF SUBSET XIII: SMALL GROUP DYNAMICS

1. The five dimensions of group growth are: (check five)

_____ Consensus	_____ Feelings
_____ Membership	_____ Structure
_____ Task Accomplishment	_____ Individual Differences
_____ Influence	_____ Productivity
_____ Reward System	_____ Maintenance

Answers:

1. The five dimensions of group growth are: (check five)

(wrong)	Consensus	(right)	Feelings
(right)	Membership	(wrong)	Structure
(wrong)	Task Accomplishment	(right)	Individual Differences
(right)	Influence	(right)	Productivity
(wrong)	Reward System	(wrong)	Maintenance

HANDOUT 79

AGENDA FOR SUBSET XIV: PLANNING YOUR BACK HOME RUPS PROJECT

Purposes: To begin work on identifying a real problem and plan for a back home RUPS improvement project

To review and reinforce the RUPS model and other major cognitive learnings of the workshop

Objectives: Given instructions and support materials, each participant will write problem statements and a force field analysis for a back home RUPS project. With references to guidelines and criteria given in earlier subsets, these statements will be critiqued in sextets.

Given instructions, each participant will do a force field on following through on a back home RUPS project to share in sextets. Two follow through meetings will be specified. With reference to the assessment handouts from all subsets, participants will review all major cognitive learnings to insure mastery.

Steps:

1. Introduce Subset XIV agenda
2. Discuss possible back home problems for a RUPS project
3. Write a back home problem statement and force field analysis
4. Critique each other's problem statements and force field analyses
5. Overview of back home RUPS project guidance materials
6. Write an individual force field on carrying out back home RUPS project
7. Share individual force fields in sextet
8. Announce plans for followup sessions
9. Review assessment

HANDOUT 80

BACK HOME PROBLEM STATEMENT AND FORCE FIELD ANALYSIS

1. Statement of a problem I think I want to work on:

2. Force field analysis of my improvement goal:

Goal:

Forces For →	← Forces Against

Take the last five minutes of this period to copy your problem statement and force field on newsprint for others to critique.

Instructions:

1. Write your problem statement and force field analysis on a large piece of newsprint
2. Post your newsprint with another piece of newsprint next to it for written critiques from others

This space is for notes you may wish to copy from the critique statements others wrote on your newsprint.

Critique of problem statement:

Critique of force field analysis:

HANDOUT 81

PLANS FOR A RUPS PROJECT

This folder contains a number of blank forms to use as an aid in carrying out a real RUPS project back home. It is suggested you use these and keep them filed in chronological order to refer to as a way of keeping track of your progress.

Form 1 is for keeping track of when you are working on different parts of the RUPS model

Form 2 is for writing statements of your problem

Form 3 is for writing force fields

Form 4 is for making data-gathering plans

Form 5 is for stating results from data, deriving implications and listing possible action alternatives

Form 6 is for stating action plans

Form 7 is for recording major changes and goals achieved

There may not be enough blank forms for your project. If you need additional copies of any form, simply write them out for yourself on blank sheets of paper.

FORM 1

PROGRESS RECORD OF A RUPS PROJECT

This RUPS project is concerned with:

Approximate dates that I worked on different phases of the RUPS project are recorded below.

	Date	Phase
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		
13.		
14.		
15.		
16.		
17.		
18.		
19.		
20.		
21.		

The phases of the RUPS model are listed below as a reminder. You may repeat some of these plans several times in carrying out a project.

Identify concern

Diagnose situation

Consider action alternatives

Test selected alternatives

Adopt and diffuse

Retrieve knowledge of setting

Derive implication from knowledge of setting

Retrieve scientific knowledge

Derive implications from scientific knowledge

Date:_____

FORM 2

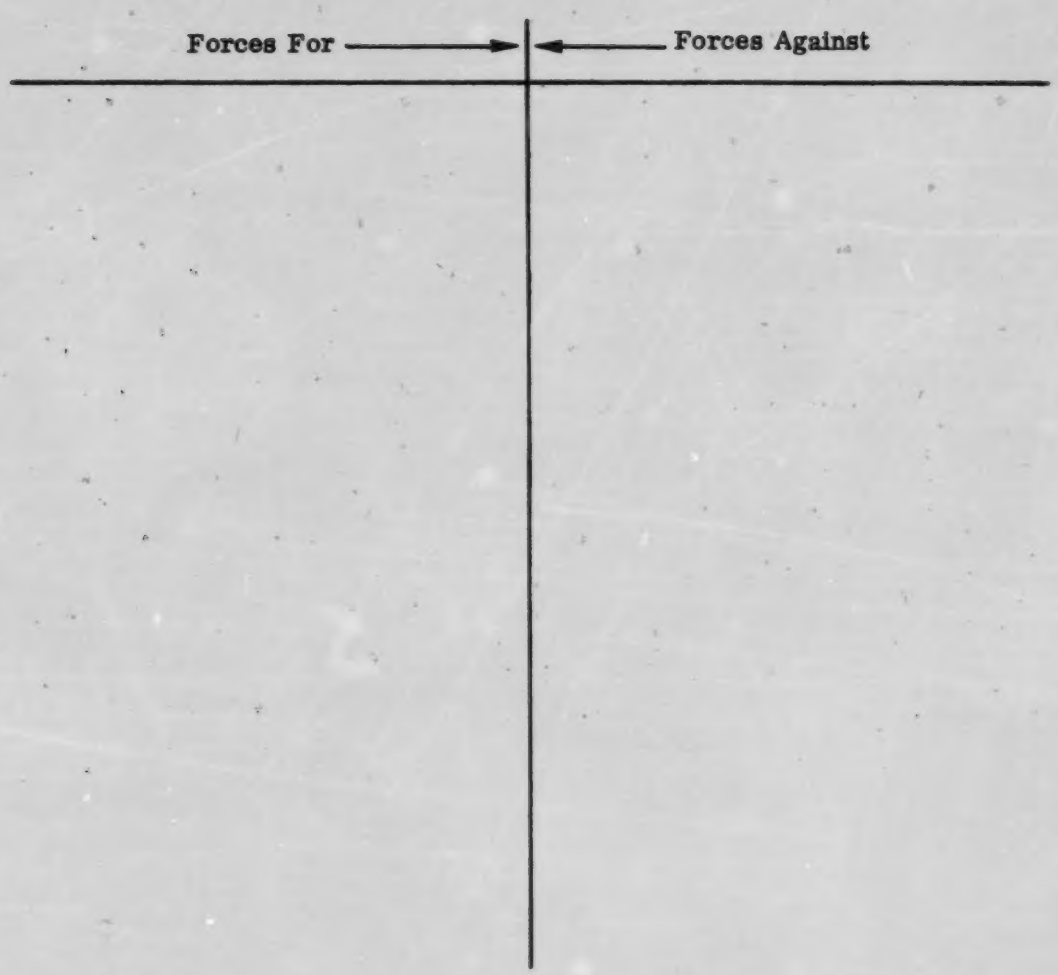
PROBLEM STATEMENT NO. ___

Date: _____

FORM 3

FORCE FIELD NO. ___

Goal:



Date: _____

FORM 4

DATA-GATHERING PLAN NO. ___

Forces about which data is to be gathered:

From whom (or where) data is to be gathered:

Way in which data is to be gathered (tools, observation plan, questions to be asked, etc.):

Date: _____

FORM 5

RESULTS, IMPLICATIONS AND ACTION ALTERNATIVES

A major result from the data is:

One implication that can be derived from this result is:

Some action alternatives that might deal with this implication are:

Another implication that can be derived from this result is:

Some action alternatives that might deal with this implication are:

Another implication that can be derived from this result is:

Some action alternatives that might deal with this implication are:

Date: _____

FORM 6

STATING ACTION PLANS

The major parts of the action plan include:

Resources I have considered in carrying out the action plan include (e.g., management considerations, helping relationships, own initiative, etc.):

Date: _____

FORM 7

MAJOR CHANGES AND GOAL PREPARED

A major change in the forces of the problem that has taken place:

Concrete evidence that this change has taken place in the forces:

A major goal that has been achieved:

Concrete evidence that this goal has been achieved:

HANDOUT 82

FORCE FIELD ON MYSELF

Instructions: Identify the forces for and against your moving ahead to carry out a RUPS improvement project back home.

FORCES WHICH WILL AFFECT THE PROBABILITY OF MY DOING A RUPS PROJECT

Forces For →	← Forces Against

HANDOUT 83

PLANS FOR FOLLOWUP SESSIONS I AND II

Followup Session I will be held on _____
(date)

at _____ o' clock. We will meet at _____.
(time) (place)

The meeting will end at _____ o'clock.
(time)

Followup Session II will be held on _____
(date)

at _____ o'clock. We will meet at _____.
(time) (place)

The meeting will end at _____ o'clock.
(time)

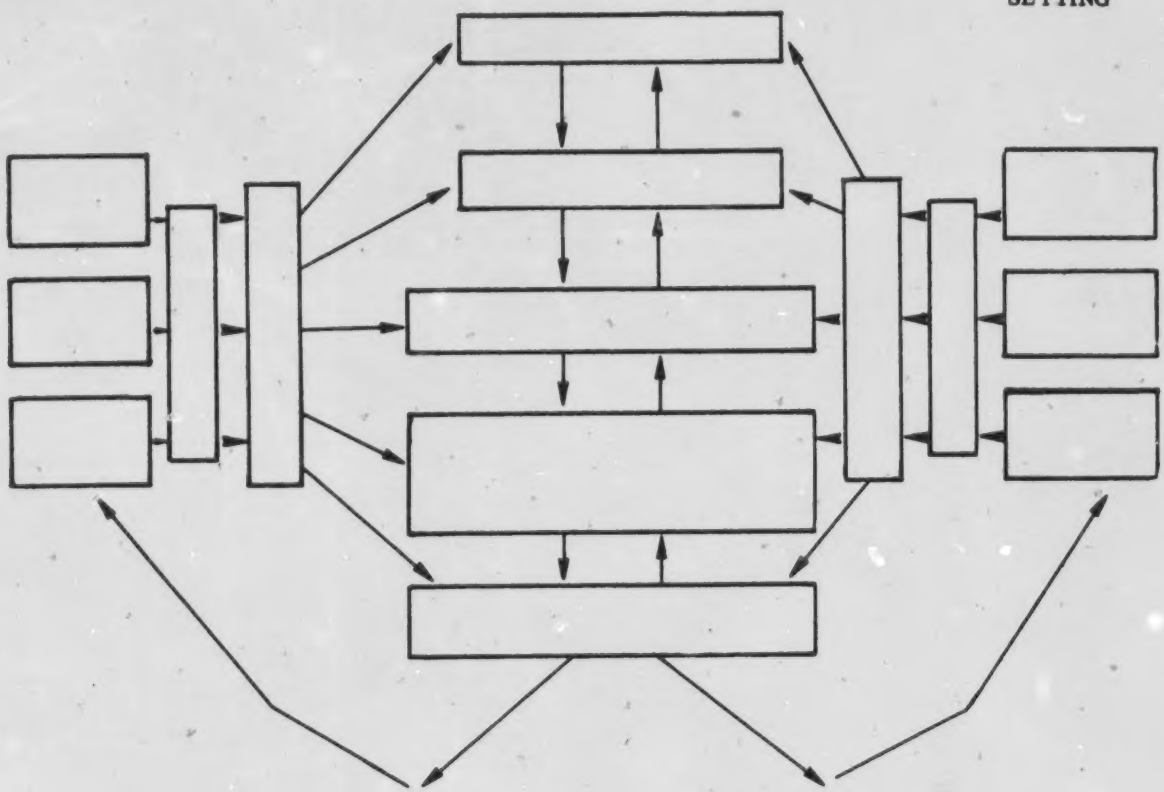
The purpose of the two followup sessions is to help each other analyze progress and plans for your back home RUPS projects. You will meet and work in your original workshop trios. You are to bring all of the materials from the workshop to these sessions so that you will have them to refer to if needed. You are to bring any materials you have developed as part of your actual back home RUPS project. You will help each other consider where you are and what steps are needed next in relation to the RUPS model. You will critique problem statements, force fields, data-gathering plans and results, action plans and outcomes.

HANDOUT 84

ASSESSMENT OF SUBSET XIV: PLANNING YOUR BACK HOME RUPS PROJECT

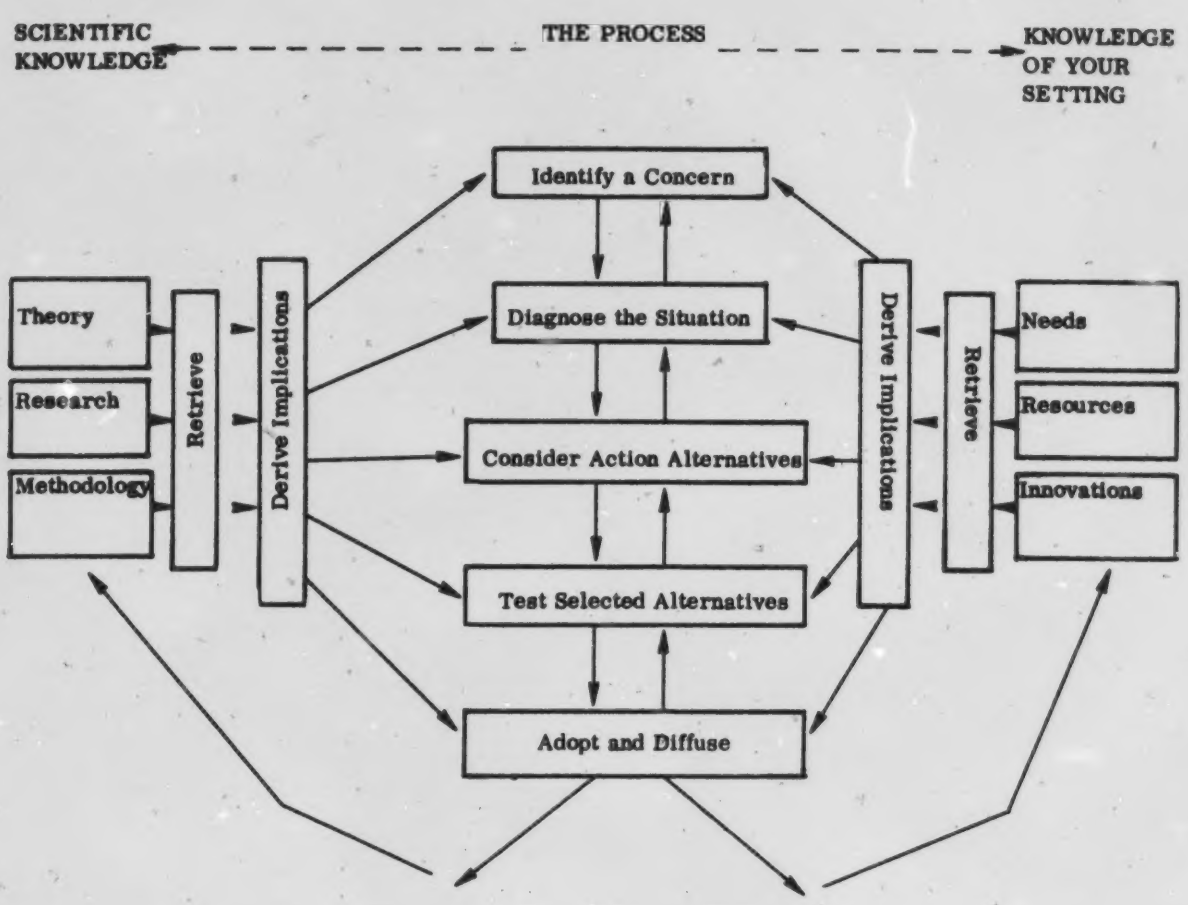
1. Fill in the missing labels in the empty boxes of the Research Utilizing Problem Solving Model below.

SCIENTIFIC KNOWLEDGE ◄- - - - - - - - - - - - THE PROCESS - - - - - - - - - - - - ► KNOWLEDGE OF YOUR SETTING



Answer:

1. Fill in the missing labels in the empty boxes of the Research Utilizing Problem Solving Model below.



HANDOUT 85

AGENDA FOR SUBSET XV: FOLLOWUP SESSION I

Purpose: To provide support for carrying out back home RUPS projects and further practice in applying RUPS skills.

Objective: Given reference to previous RUPS workshop handouts, participants will apply criteria to analyzing each other's progress in implementing skills while carrying out a real RUPS project. Each participant will further explicate plans for support and the next steps of his project.

Steps:

1. Introduce Subset XV agenda
2. Discuss rewards and frustrations of RUPS projects
3. Analyze progress of RUPS projects
4. Consider support needed
5. Plan the next steps
6. Share plans
7. State time of next session

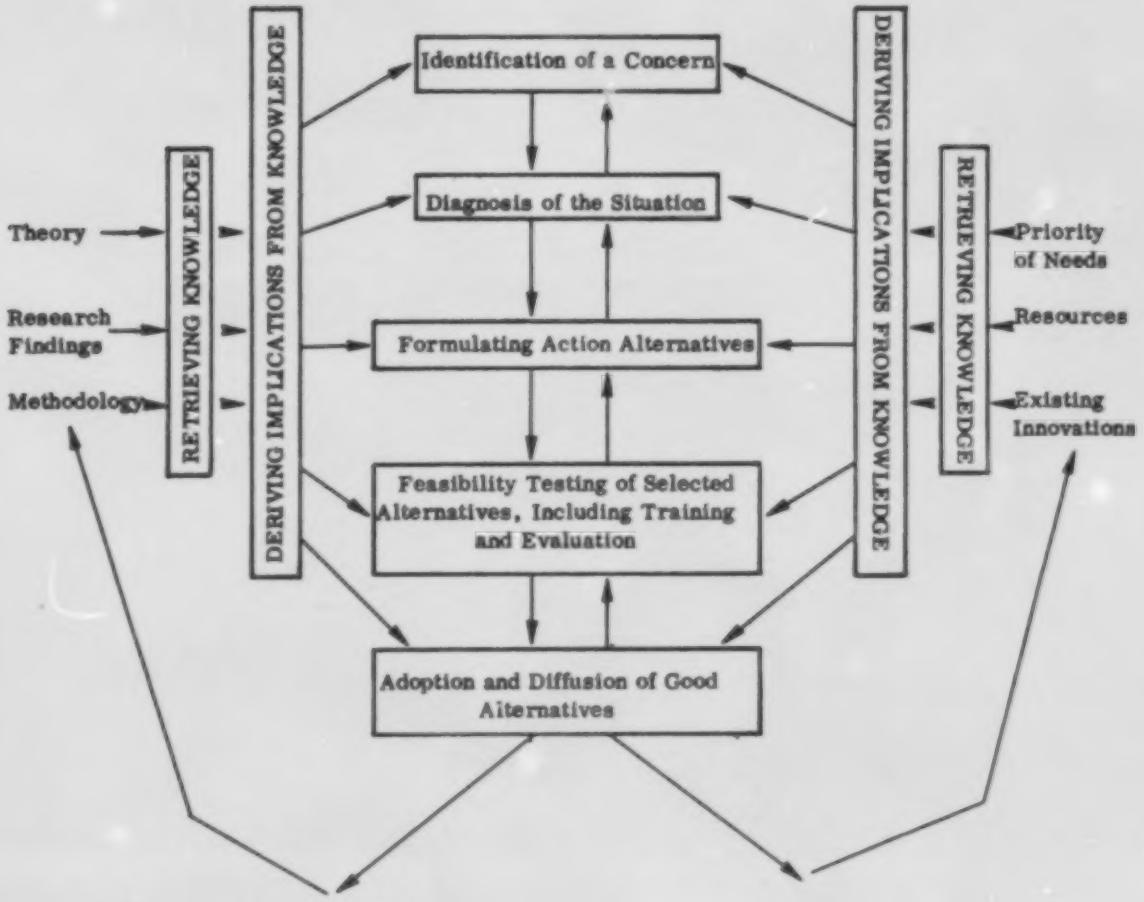
HANDOUT 86

ANALYZING PROGRESS OF A RUPS PROJECT

It is suggested that you use the following ideas to help other trio members consider the progress being made on their RUPS projects.

First: Help the person consider where he is on the RUPS diagram. Which phases of the RUPS process has he covered? Has he cycled back to repeat some phases in light of new information gained? What evidence can he show of the phases he has been through? What phase is he in right now? Is he clear about this? Are his current efforts appropriate or does it appear that he should be in a different phase right now? Use the diagram of the RUPS model below to work out the answers to these questions with him.

SCIENTIFIC KNOWLEDGE ← - - - may draw on - - - - - - THE PROCESS - - - - may draw on - - - - → KNOWLEDGE OF THE EDUCATIONAL SETTING



Second: Critique the quality of the work done so far. Were the four guideline questions clearly answered in writing the problem statement(s)? Are the forces in the force field stated specifically enough to know who to go to and what to ask in order to clarify a force? Are force fields rank ordered for importance and rated for clarity? Was data collected in order to clarify forces in the force field? Were results from data written out and implications derived from them prior to considering action alternatives? Was action planned using force fields to consider ways to strengthen and/or weaken specific forces? Is there any objective data to show that any forces have been changed or that measurable objectives have been reached? Some, or all, of these questions should be answerable depending on how far the RUPS project has proceeded.

HANDOUT 87

DEVELOPING BACK HOME SUPPORT TO CARRY OUT A RUPS PROJECT

There are two important ways to think about developing back home support to carry out a RUPS project. One has to do with support for yourself as you work on the project. The other has to do with the involvement and commitment of others who can contribute to success of the project.

Support for Yourself

Most of us benefit a great deal from the kinds of relationships and activities shared by the trios in the RUPS workshop training. Your fellow trio members may be from your home school setting. If so, consider whether there are additional persons in your school setting with whom you could work at building these kinds of helper-helpee relationships. If not, how can you start from scratch to build such relationships? Your ability to use the RUPS process and skills gives you one kind of support. The help you can get from colleagues who are also skilled in RUPS often adds critical perspective to your efforts. Working with the help of others in your school setting can have added advantages of their gaining from knowledge of your work. It also can build norms among a school staff of sharing innovations, helping each other's professional growth, using an experimental approach to deal openly with problems and forming trust.

Support for the Project

The success of your RUPS project depends on the kind of involvement and commitment that you elicit from others. This in turn largely depends on how you answer the management questions. Many successful RUPS projects have been especially creative in ways of involving pupils. In some situations, pupils have been involved in using the force field techniques, data gathering and analysis. As noted earlier, there is no advance prescription. You must diagnose what makes the most sense in your situation. Here again are the management questions for you to consider.

1. Is there awareness among those who will be affected by the proposed change that a change is needed?

2. What are your own motives--why do you desire to see this change come about?

3. What are the motives, present or potential, among those who will be affected for desiring to see this change come about?

4. What is the nature of your relationship with those who will be affected by this change?

5. Are those who will be affected by the change working with you on clarifying what the nature of the situation is?

6. Are those who will be affected by the change involved in considering alternative ways for bringing it about?

7. If you and others have arrived at a point of having some clear intentions for change, what has to happen in order to move from the stage of having good intentions to the stage of making actual change efforts?

8. Are those who will be affected by the change the ones who are carrying out the plan to bring about the change?

9. How will you know if the change has really happened, and if so, why it happened or didn't happen?

10. If the change has happened, what support will be necessary in order for it to continue in the new way?

11. Are those who were involved in this effort now more able to carry out other change efforts in the future?

HANDOUT 88

NEXT STEPS OF MY RUPS PROJECT

Outline briefly below the next steps you plan to take in carrying out your RUPS project. This will be for sharing and criticizing in your trio. Be clear about how these steps fit into the RUPS model diagram. Be ready to discuss how your present data and analyses lead logically to these next steps. Be ready to discuss how the way you plan to carry out these steps speaks to your needs for back home support and to answering possible management questions.

My next steps will be . . .

HANDOUT 89

AGENDA FOR SUBSET XVI: FOLLOWUP SESSION II

Purpose: To provide support for carrying out back home RUPS projects and further practice in applying RUPS skills.

Objective: Given reference to previous RUPS workshop handouts, participants will apply criteria to analyzing each other's progress in implementing skills while carrying out a real RUPS project. Each participant will further explicate plans to support desired changes and share his RUPS project experience.

Steps:

1. Introduce Subset XVI agenda
2. Discuss what should have been different
3. Analyze progress of RUPS projects
4. Consider support for change
5. Plan further sharing
6. Consider other RUPS projects

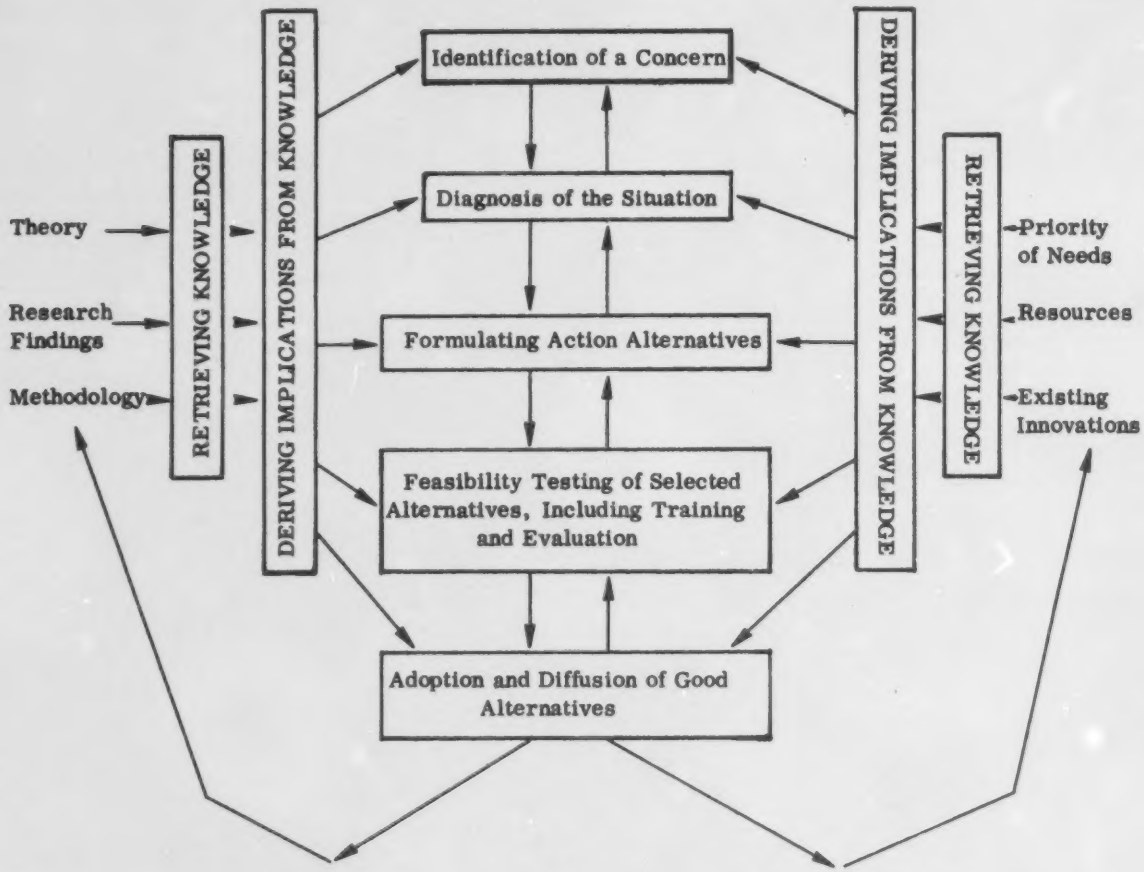
HANDOUT 90

ANALYZING PROGRESS OF A RUPS PROJECT

It is suggested that you use the following ideas to help other trio members consider the progress being made on their RUPS projects.

First: Help the person consider where he is on the RUPS diagram. Which phases of the RUPS process has he covered? Has he cycled back to repeat some phases in light of new information gained? What evidence can he show of the phases he has been through? What phase is he in right now? Is he clear about this? Are his current efforts appropriate or does it appear that he should be in a different phase right now? Use the diagram of the RUPS model below to work out the answers to these questions with him.

SCIENTIFIC KNOWLEDGE ←- - -may draw on- - - - - - - -THE PROCESS- - - -may draw on- - - → KNOWLEDGE OF THE EDUCATIONAL SETTING



Second: Critique the quality of the work done so far. Were the four guideline questions clearly answered in writing the problem statement(s)? Are the forces in force fields stated specifically enough to know who to go to and what to ask in order to clarify a force? Are force fields rank ordered for importance and rated for clarity? Was data collected in order to clarify forces in the force field? Were results from data written out and implications derived from them prior to considering action alternatives? Was action planned using force fields to consider ways to strengthen and/or weaken specific forces? Is there any objective data to show that any forces have changed or that measurable objectives have been reached? Some, or all, of these questions should be answerable depending on how far the RUPS project has proceeded.

HANDOUT 91

DEVELOPING BACK HOME SUPPORT TO MAINTAIN A DESIRED CHANGE

At the beginning of the RUPS workshop, a problem was defined as existing when there is a difference between the way things are now and the way someone would like them to be. The force field technique describes things as being the way they are at any given time because of the balance of forces that could push them toward and away from a goal. The goal is a specific statement of how you would like things to be. You move toward the goal by changing the current balance of forces. But, in many change projects, things don't stay changed. A goal may be reached for a short period of time. Then old forces begin to operate again. Things slide back toward their original pattern. Not enough attention was given to ways to maintain the forces needed to carry on the desired change.

Up to now, you may have used RUPS skills primarily to consider ways to bring about a desired change. Important additional actions may occur to you by using these techniques to consider what will be needed to maintain a desired change. What would a force field of forces for and against maintaining the goal, once reached, look like? It might be somewhat different than the ones you've used in considering how to move toward the goal! How would you answer the management questions in terms of maintaining the change? You might answer some of them differently than when you were working to bring the change about. You might also need to consider some different kinds of support for yourself in maintaining the change.

HANDOUT 92

MY PLANS FOR FURTHER SHARING

Things you have learned from the successes and failures of your RUPS projects can help others. Understanding of the RUPS process and its skills can also be shared. There are many forces for and against effective sharing in the field of education. Your RUPS training probably makes you more sophisticated than most educators in thinking about this problem. If you were to accept the challenge of sharing knowledge of your RUPS project and the RUPS process with others in your back home setting, how would you go about it? Make some notes of the steps you would take. You will be asked to share these ideas in your trio.

APPENDIX A

FACULTY MEETING TYPESCRIPT

We need more communication and support for sharing teaching ideas in our faculty. I know several individuals who are doing exciting things that I believe most of the others are not aware of. We seem to lack time and ways to share effectively. We've made some major changes in curriculum and organization in the past few years which have created a great deal of pressure. What can I do to create more effective support and sharing without my efforts simply adding up to more demands on the teachers?

Teaching these days is much more demanding than it was in the past. There are so many new approaches and the children themselves are different.

I found an exciting new way to involve my kids in individual project work, but others don't really want to hear about it. Everyone has to discover their own way of doing things.

I'd like to know more about how some of the others do things in their classrooms but there really isn't time.

Mrs. Jones seems interested in some of my ideas when I talk to her alone, but in faculty meetings we spend all of our time on administrative problems.

Alice Conway and I try out our ideas on each other. We don't mind sharing when things don't work out. I'd feel foolish if I had to share my mistakes with most of our faculty.

With some of the changes we've been making, there is a greater need than ever for sharing among the faculty, but it has got to be done in a way that gets down to the real issues.

There's too much that I can get done alone to spend time in gripe sessions.

The major goal of any faculty meeting ought to be to get it over as quickly as possible. Most of what we do in faculty meetings could be handled by memos anyway.

HANDOUT 9

GUIDE FOR OBSERVING HELPER COMMUNICATION SKILLS

Observe only the helper. You will be asked to report what you see him doing and saying concerning the following questions. Take notes so that you can be as specific as possible in accordance with the guidelines suggested at the bottom of this page.

Is he listening?

What verbal, as well as nonverbal, clues do you observe?

Is he asking the helpee to give illustrations?

Is he asking the helpee to clarify?

Is he paraphrasing to check if he understands the helpee's meaning?

In what ways is he showing that he understands?

Guidelines For You as an Observer

Your job as an observer is to be as much like a candid camera as possible. Make notes of exactly what is said and done that illustrates the things you are observing for. Use quotes when you report your observation. Don't evaluate in giving your report with comments such as, "It was good when...." Don't interpret why things happened or what they might have meant with comments such as, "You confused him when...," or, "The reason you said that was...," or, "You got mad when...." It is up to your observees to evaluate and interpret if they wish to. You are to report only the facts such as, "When she said, 'That's a silly idea,' you turned your chair around and stamped your foot."

HANDOUT 10

GUIDE FOR OBSERVING HELPEE COMMUNICATION SKILLS

Observe only the helpee. You will be asked to report what you see him doing and saying concerning the following questions. Take notes so that you can be as specific as possible in accordance with the guidelines suggested at the bottom of this page.

Does he appear to be working at being clear?

What verbal, as well as nonverbal, clues do you observe?

Is he giving illustrations?

Is he using words and terms that seem to be understood?

Is he being direct and to the point?

Is he paraphrasing to be sure he understands the helper's meanings?

Is he asking the helper what he is hearing?

Guidelines For You as an Observer

Your job as an observer is to be as much like a candid camera as possible. Make notes of exactly what is said and done that illustrates the things you are observing for. Use quotes when you report your observations. Don't evaluate in giving your report with comments such as, "It was good when...." Don't interpret why things happened or what they might have meant with comments such as, "You confused him when...," or, "The reason you said that was...," or, "You got mad when...." It is up to your observees to evaluate and interpret if they wish to. You are to report only the facts such as, "When she said, 'That's a silly idea,' you turned your chair around and stamped your foot."

HANDOUT 11

GUIDE FOR OBSERVING THE INTERACTION OF COMMUNICATION SKILLS

Observe the interaction between the helper and the helpee. You will be asked to report what you see them doing and saying about the following questions. Take notes so that you can be as specific as possible in accordance with the guidelines suggested at the bottom of this page.

Are they checking periodically to be sure they are getting the job done of clarifying the problem statement as they were asked?

Are they following each other rather than switching the subject and jumping around to ideas in unconnected ways?

Are they paraphrasing to be sure they understand each other's meanings?

Guidelines For You as an Observer

Your job as an observer is to be as much like a candid camera as possible. Make notes of exactly what is said and done that illustrates the things you are observing for. Use quotes when you report your observations. Don't evaluate in giving your report with comments such as, "It was good when...." Don't interpret why things happened or what they might have meant with comments such as, "You confused him when...," or, "The reason you said that was...," or, "You got mad when...." It is up to your observees to evaluate and interpret if they wish to. You are to report only the facts such as, "When she said, 'That's a silly idea,' you turned your chair around and stamped your foot."

HANDOUT 11

GUIDE FOR OBSERVING THE INTERACTION OF COMMUNICATION SKILLS

Observe the interaction between the helper and the helpee. You will be asked to report what you see them doing and saying about the following questions. Take notes so that you can be as specific as possible in accordance with the guidelines suggested at the bottom of this page.

Are they checking periodically to be sure they are getting the job done of clarifying the problem statement as they were asked?

Are they following each other rather than switching the subject and jumping around to ideas in unconnected ways?

Are they paraphrasing to be sure they understand each other's meanings?

Guidelines For You as an Observer

Your job as an observer is to be as much like a candid camera as possible. Make notes of exactly what is said and done that illustrates the things you are observing for. Use quotes when you report your observations. Don't evaluate in giving your report with comments such as, "It was good when...." Don't interpret why things happened or what they might have meant with comments such as, "You confused him when...," or, "The reason you said that was...," or, "You got mad when...." It is up to your observees to evaluate and interpret if they wish to. You are to report only the facts such as, "When she said, 'That's a silly idea,' you turned your chair around and stamped your foot."

HANDOUT 11

GUIDE FOR OBSERVING THE INTERACTION OF COMMUNICATION SKILLS

Observe the interaction between the helper and the helpee. You will be asked to report what you see them doing and saying about the following questions. Take notes so that you can be as specific as possible in accordance with the guidelines suggested at the bottom of this page.

Are they checking periodically to be sure they are getting the job done of clarifying the problem statement as they were asked?

Are they following each other rather than switching the subject and jumping around to ideas in unconnected ways?

Are they paraphrasing to be sure they understand each other's meanings?

Guidelines For You as an Observer

Your job as an observer is to be as much like a candid camera as possible. Make notes of exactly what is said and done that illustrates the things you are observing for. Use quotes when you report your observations. Don't evaluate in giving your report with comments such as, "It was good when...." Don't interpret why things happened or what they might have meant with comments such as, "You confused him when...," or, "The reason you said that was...," or, "You got mad when...." It is up to your observees to evaluate and interpret if they wish to. You are to report only the facts such as, "When she said, 'That's a silly idea,' you turned your chair around and stamped your foot."

HANDOUT 11

GUIDE FOR OBSERVING THE INTERACTION OF COMMUNICATION SKILLS

Observe the interaction between the helper and the helpee. You will be asked to report what you see them doing and saying about the following questions. Take notes so that you can be as specific as possible in accordance with the guidelines suggested at the bottom of this page.

Are they checking periodically to be sure they are getting the job done of clarifying the problem statement as they were asked?

Are they following each other rather than switching the subject and jumping around to ideas in unconnected ways?

Are they paraphrasing to be sure they understand each other's meanings?

Guidelines For You as an Observer

Your job as an observer is to be as much like a candid camera as possible. Make notes of exactly what is said and done that illustrates the things you are observing for. Use quotes when you report your observations. Don't evaluate in giving your report with comments such as, "It was good when...." Don't interpret why things happened or what they might have meant with comments such as, "You confused him when...," or, "The reason you said that was...," or, "You got mad when...." It is up to your observees to evaluate and interpret if they wish to. You are to report only the facts such as, "When she said, 'That's a silly idea,' you turned your chair around and stamped your foot."

HANDOUT 20

THE GOAL STATEMENT AND FORCE FIELD THAT MRS. JONES WROTE

Mrs. Jones, principal of a faculty group of 47, has asked for your help. She said:

> We need more communication and support for sharing teaching ideas in our faculty. I know several individuals who are doing exciting things that I believe most of the others are not aware of. We seem to lack time and ways to share effectively. We've made some major changes in curriculum and organization in the past few years which have created a great deal of pressure. What can I do to create more effective support and sharing without my efforts simply adding up to more demands on the teachers?

According to this statement, the principal has the problem. She is the one "feeling the pain" of inadequate support for sharing. It seems to have been caused by those responsible for initiating changes "in the past few years" without allowing time to work on norms and mechanisms for sharing. The way she states it, it sounds like there is a lack of means and/or conflict of priority for a goal of increased sharing. Her goal is to increase such means in ways that are valued by the teachers.

More information and greater specificity are needed, so you started by getting Mrs. Jones to write out a force field. Here is the goal and force field she wrote:

Goal: To increase communication and support for sharing teaching ideas in our faculty.

Forces For →	← Forces Against
Mrs. Jones wants to increase communication and sharing of ideas with faculty →	← Some see faculty meeting time as only for administrative matters
	← Fear of sharing mistakes
Some teachers have exciting ideas they could share →	← Some feel individual work is most productive
Some teachers want to know more about others' efforts →	← Concern that time spent sharing ideas will be wasted
Some teachers feel changes cause need for more sharing →	← Fear of insufficient time to meet current demands
Increasing demands to be more effective →	← Mrs. Jones doesn't want to impose more demands on teachers

HANDOUT 30

MRS. JONES' FORCE FIELD ANALYSIS

Rank Order of Importance	Goal: To Increase Communication and Support for Sharing Teaching Ideas in our Faculty	Rate: Clarity		
		Clear	Partly Clear	Unclear
6	a. Mrs. Jones wants to increase communication and sharing of ideas with faculty	X		
1	b. Some teachers have exciting ideas they could share		X	
3	c. Some teachers want to know more about others' efforts		X	
7	d. Some teachers feel changes cause need for more sharing		X	
9	e. Increasing demands to be more effective			X
10	f. Some see faculty meeting time as only for administrative matters		X	
5	g. Fear of sharing mistakes			X
11	h. Some feel individual work is most productive		X	
2	i. Concern that time spent sharing ideas will be wasted		X	
4	j. Fear of insufficient time to meet current demands	X		
8	k. Mrs. Jones doesn't want to impose more demands on teachers	X		

HANDOUT 37

INSTRUMENTS SELECTED FOR DATA GATHERING

	Instruments	Page*
4.	Self-Conception of Own Role Performance	39
9.	The Principal of This School	46
15.	Do's and Don'ts	67
17.	Our Typical Behavior	70
19.	Classroom Innovations	87
22.	Perceptions of the Classroom Innovations of Others	92

NEXT STEP

Mrs. Jones tabulated the teachers' responses and proceeded to analyze the results. She decided not to plan action steps until she felt clear about the meaning of this data. She first decided to pick what seemed to be the major results.

In Subset VIII your next step will be to look over the data and select the major results.

*Robert S. Fox, Charles Jung, Miriam Ritvo, Richard Schmuck and Elmer Van Egmond. Diagnosing Professional Climates of Schools. Washington, D.C.: Learning Resources, 1973.

HANDOUT 41

MAJOR RESULTS OF MRS. JONES' DATA

Following are major results which Mrs. Jones picked out of the collected data summaries.

1. Most teachers don't see sharing ideas and helping each other try out innovations as a major part of their "own role performance." (This element was not one of top ten items mentioned on Instrument 1.)

2. Keeping up with new ideas is seen as important by most.

3. Faculty meetings are seen as for administrative functions and are valued negatively.

4. Most teachers are primarily concerned with their pupils.

5. The principal is seen as only mildly concerned with teachers' professional growth, classroom improvement and helping teachers deal with problems.

6. The principal is not seen as very active in supporting new ideas.

7. The principal is seen by teachers as having integrity, respect for teachers and is easy to talk to, but perhaps overly concerned with administrative concerns and paperwork.

8. Most faculty members expect others to hold back on expressing feelings, while quite a few would like more open expression.

9. It is believed that most think conflict should be avoided. Privately, most think conflict should not be avoided.

10. There is greater interest in being helpful to each other and trying new methods than is assumed.

11. Most teachers do not see the other teachers as seeking help from each other or the principal to improve their classroom effectiveness.

12. There is some resistance to openly seeking improvement of procedures.

13. There is a readiness for increased sharing of teaching ideas.

14. While there is considerable classroom innovativeness, little of it comes from sharing within the faculty.

15. A great deal more innovativeness is occuring in classrooms than most teachers are aware of.

HANDOUT 42

MRS. JONES' REVISION OF HER FORCE FIELD

Mrs. Jones looked at her force field (H20) again and decided to revise it in light of the major results she had identified.

Improvement Goal: To increase communication and support for sharing teaching ideas in our faculty.

Forces For →	← Forces Against
Mrs. Jones wants to increase communication and sharing of ideas with faculty →	← Teachers don't see sharing ideas as a major part of their role
Most teachers want new ideas →	← Teachers don't see Mrs. Jones as concerned about this
Faculty meetings could be used to support sharing →	← Most see faculty meeting time as only for administrative matters
Mrs. Jones seen as positive and approachable by teachers →	← Most teachers expect others not to be open
Most teachers desire more openness →	← It is assumed that interest is low in being helpful to each other
Many teachers have ideas they could share →	← A very few feel time sharing ideas is less productive than time spent working independently
There is high interest in being more helpful to each other →	← Few are seen as seeking help from others
	← There is some resistance to openly seeking improvement of procedures

HANDOUT 60

IMPLICATIONS DERIVED FROM MRS. JONES' DATA RESULTS

The implications that Mrs. Jones derived were as follows:

1. Effort spent sharing ideas and trying innovations needs to be legitimized as part of a teacher's "role performance."

2. Faculty meetings should include idea sharing and inservice experiences.

3. The principal needs to show much greater concern and support for professional growth, classroom improvement, helping teachers with problems and new ideas.

4. The desire for more open expression of feelings needs to be clarified and supported.

5. The desire for more open dealing with conflict needs to be clarified and supported.

6. Norms and mechanisms for teachers to share ideas and provide help to each other need to be created.

7. Any new procedures need to be flexible to provide alternatives for those resistant to working more collaboratively.

8. Teachers need to become aware of the high degree of innovativeness occurring in each other's classrooms.

HANDOUT 62

THE ALTERNATIVES IN MRS. JONES' ACTION PLAN

Mrs. Jones did considerably more work than the handout materials show at this stage in her RUPS project. She developed a long list of action alternatives from her list of implications. She gave special attention to possible actions that could reinforce each other and/or serve several needs at once. She created new force field diagrams for several of her major goals. She rated forces for ease or difficulty of change. She also looked for forces that showed up in more than one force field.

The analysis that Mrs. Jones did earlier in her RUPS project was diagnostic. It was to help spot where she needed more data. This later analysis of forces in several force fields, with ratings of how easy or difficult it might be to change forces, was to plan an action strategy. In a real RUPS improvement project, you will know of many factors beyond those included in this practice simulation of "helping Mrs. Jones." The thing to be aware of is that there are two kinds of analysis you can do with a force field. One is a diagnostic analysis to consider what is known and what needs to be checked into further. The second is a strategy analysis to plan which forces you will try to change and the actions you will take to change them.

A great deal more can be learned about planning action than is included in these RUPS materials. Once you have perfected your skills in using the RUPS processes, it is recommended that you consider going on to master the skills of System Technology as applied to managing learning environments. A package of materials to support this training has been jointly developed by the Northwest Regional Educational Laboratory and R.E. Corrigan Associates. It is entitled, "System Approach For Education (SAFE) for Classroom Managers."

On the basis of her strategy analysis and her own feelings of comfort related to each of the action possibilities, Mrs. Jones selected a few of them to try out. Her action plan included the following:

1. Mrs. Jones started a practice of interviewing her teachers and reporting one classroom innovation each week in a one-page bulletin. After carrying this effort herself for several weeks, she found the faculty willing to take it over on a committee basis.

2. Part of each faculty meeting was scheduled for sharing and exploration of classroom practices. Some sessions focused on the skills of interviewing each other and of documenting one's own innovations.

3. Mrs. Jones reported her data results at a special meeting after first discussing them with most of the teachers individually. She invited the faculty to consider developing a plan for further exploration of the meaning of these results. This led to the formation of a joint teacher-administrator council to repeatedly assess the school climate.

4. The new committee on classroom innovations and the council on school climate worked out a rotation plan for several times a year. During these times, each teacher had the opportunity to observe in other classrooms of her choice and to be observed by other teachers of her choice. The major strategy for freeing individual teachers in this plan involved doubling up class groups for such functions as viewing films.

HANDOUT 68

NOTES FROM INTERVIEWS MRS. JONES CONDUCTED WITH SEVERAL TEACHERS

Mrs. Kelso, Miss Alberts and Mr. Ream were enthusiastic about her ideas. They offered to help and to discuss them with other teachers.

Mrs. Warren suggested that the ideas be tried out one at a time to get a clearer picture of what was working.

Mr. Tucker warned that it would not be good if teachers felt she was imposing extra effort upon them. At the same time, teachers needed to be responsible for carrying out the ideas if they thought they were good.

Mrs. Billings and Mrs. Jordan thought there was no need of these ideas. They both felt the teachers would reject them because they were already overworked.

Seven other teachers expressed positive interest in exploring the ideas further.

Three other teachers did not seem interested.